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ABSTRACT

This case study is intended to provide education planners in other states with information on Colorado's experience with the Lifelong Learning Project. It is organized into several sections. To set the context, major circumstances affecting state-level planning and policy development are described. They are presented under two headings: (1) demographic, economic, and employment circumstances; and (2) learning and education circumstances. The state's approach to adapting and pursuing Education Commission of the States project goals is presented. The next section details purposes, procedures, and results of project activities from mid-1980 through September, 1982. These activities are included: informal interviews to solicit views on issues, problems, and cooperation; a survey on issues in Colorado adult learning and education; a survey on responsibility for solving adult education problems; a conference on improving adult education services in Colorado; an interorganizational planning group; a staff paper; and project presentation. Activities planned for coming months are also discussed. The final section provides conclusions and suggests a number of implications about state planning and policy development. Appendixes include descriptive results of the two surveys and a conference program. (YLB)

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THE COLORADO CASE:

Experiences and Accomplishments of the Colorado Lifelong Learning Project

September 1982

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This case study was prepared to fulfill final reporting requirements of the Education Commission of the States' Lifelong Learning Project.

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INTRODUCTION

Colorado is one of six pilot states in the Education Commission of the States (ESC)/W. K. Kellogg Foundation Lifelong Learning Project. The project is intended to enhance state-level planning for and policies in support of adult learning. Under sponsorship of the Colorado Commission on Higher Education (CCHE), the Colorado effort will continue through June, 1983.

This case study was prepared so that education planners in other states might benefit from Colorado's experience. The case study is organized in several sections. To set the context, major circumstances affecting state-level planning and policy development are described. The state's approach to adapting and pursuing ESC project goals is presented. Experiences and findings of the Colorado project, from mid-1980 through September, 1982, are summarized. Activities planned for coming months are discussed. Insights gained about processes for planning are included.

THE COLORADO CONTEXT

The project presupposes several circumstances which affect planning and policy development for adult learning and education in the state. The most relevant of these are described here. They are presented under two headings: 1) demographic, economic and employment circumstances; and 2) learning and education circumstances.

Demographic, Economic and Employment Circumstances

Population: Size

The Colorado population has grown almost three times faster than the national average in the past decade. According to census reports [1], the U.S. population expanded by about 11% between 1970 and 1980. Colorado grew by slightly over 30% in the decade, with a 1980 population count of just under 2.9 million. Much of the state's population reside in urban areas (80%), mostly along the eastern foothills of the Rocky Mountains.

Generally, counties in the mountainous west and those along the Front Range experienced population growth. One Front Range county was recognized as among the fastest growing in the nation, 1970 to 1980. Others were similarly recognized in the previous decade. While growth was predominate, 15 of Colorado's 63 counties, primarily on the eastern high plains, experienced slight declines in population size between 1970 and 1980.

Population estimates for 1981 [2] indicated that, overall, growth in the state was continuing. As in the previous decade, some counties experienced population growth and others experienced population decline in the 15 month period following the 1980 census. The state's annual growth rate slowed from 2.7% (1970's) to 2.1% (1981). The state had about 65,000 more people in July, 1981, than in April, 1980.

Population: Age and Sex

According to census reports [3], the Colorado population was younger than the population of the nation as a whole in 1980. The median ages for Coloradans were 26.2 years (1970) and 28.6 years (1980), as compared to national median ages of 27.9 years (1970) and 30 years (1980). In 1980 the proportion of Coloradans under age 15 was the same as nation-wide (22.7%). There were, however, 16.1% more children under the age of five in Colorado in 1980 than ten years earlier. Colorado had a greater proportion of people between 15 and 64 years of age in 1980 than did the nation (CO=68.8%, U.S.=66%). High levels of in-migration by young adults resulted in greater representation of 25 to 34 year olds in Colorado in 1980 than in the nation (CO=19.7%, U.S.=16.4%). A smaller proportion of people 65 and older were in Colorado in 1980 than in the nation (CO=8.5%, U.S.=11.3%). The 1980 Colorado population was almost evenly divided, males and females.

Population: Race and Spanish Origin

The 1980 census [4] indicated that: 89% of Coloradans were white (U.S.=83.2%); 3.5% were black (U.S.=11.7%); .6% were American Indian, Eskimo or Aleut (U.S.=same); 1% were Asian or Pacific Islander (U.S.=1.6%); and 5.8% were of other races (U.S.=3%). Twelve percent of all Coloradans were of Spanish origin, as compared to 6.5% of the total U.S. population.

Population: Education Levels and Enrollments in Learning Programs

1980 census data for Colorado regarding education variables are not yet available. An earlier report by the CCHE [5] indicated that:

* Proportionally more Coloradans than all Americans held high school diplomas (CO=53.4%, U.S.=46.1%).

* Proportionally more Coloradans than all Americans had attended college (CO=28.3%, U.S.=21.2%).

* The typical Coloradan had completed 12.8 years of school as compared with 12.5 years completed by the typical American.

* Proportionally more undergraduate and graduate degrees were produced in Colorado than nationwide.

* Colorado ranked in the top 10% of states in the per capita proportion of professionals in the state (e.g., doctors, lawyers).

A 1975 report of adult learning needs [6] stated that about 4% of Colorado adults had six years or less of formal schooling and that 26% of the state's adults had more than six but less than 12 years of schooling. Another 30% of Colorado adults had no formal schooling beyond high school graduation.

According to CCHE [7], approximately 155,000 students (head count) were enrolled in Colorado public and private post-secondary institutions in 1979. Of these, about two-thirds were 21 years of age or older, with a growing

proportion over 30 years of age. Compared to other states, Colorado ranked third in Full Time Equivalent (FTE) enrollments at public post-secondary institutions, per 1000 population.

The 1975 survey of Colorado adults [8] revealed that 13% of those with six years or less of formal schooling had been enrolled in a learning program within the previous five years, as compared with 73% of those with trade school education and 71% of those with post-graduate education. These findings substantiate conclusions of other studies which have stated that past formal education level is the strongest predictor of a person's future participation in learning programs [9].

Economic and Employment Situation

While the state's economy has suffered some, Colorado has not felt the national recession as severely as have other states. Oil shale and other energy development activities have caused significant "boom town" impact in several rural areas on Colorado's Western Slope and related business and finance activity in the Denver metropolitan area. The Front Range has attracted a number of electronics industries and light manufacturing plants.

National economic conditions and international events have had some effects though, especially in recent months. Several major employers, including the Federal Government, have announced lay-offs and some energy projects have suspended activity. Several West Slope and South-Central communities are now challenged with adjusting to mine and plant closings.

Increases in the number of jobs in the combined services and trades sector (which reflect tourism), and in construction, were less than three-quarters of that expected for June, 1982. Agricultural employment remained relatively stable, although it has slowly declined over the years. The Colorado jobless rate (seasonally adjusted) was 4.4% in June, 1982, as compared to 9.5% unemployment nation-wide. Colorado unemployment figures were projected to rise in the third and fourth quarters of 1982 [10].

Learning and Education Circumstances

Other circumstances affecting planning and policy development for adult education are related to the number of education groups in the state, complexities in governance and funding, and reactions to past planning studies. These circumstances are described under four headings: education institutions; agencies with authority for state-wide planning, coordination, and policy; previous studies of Colorado adults and adult education; and reactions to studies.

Education Institutions

Public institutions [11]. In addition to its local elementary and secondary schools, Colorado has a number of publicly sponsored vocational schools, community, junior and four-year colleges and universities. The state

has 10 public higher education institutions (14 campuses). Five of these offer doctoral programs and two offer masters programs. All doctoral degree granting campuses are located along the Front Range. The U.S. Air Force Academy, a federal institution, is loated near Colorado Springs. There are 12 community and junior colleges in Colorado; 10 of these are also designated as Area Vocational Schools and serve local youth and adults. Six of the 12 community and junior colleges are located in rural areas of the state. Ten additional sites, not associated with community colleges, serve as Area Vocational Schools (AVS).

Elementary and secondary schools and AVS's which are not affiliated with community colleges are governed by local boards of education and are financed through a combination of local and state contributions. Community and junior colleges are governed by the State Board of Community Colleges and Occupational Education (SBCCOE) and local or district advisory councils. Most are financed by state funds and student tuition; a few enjoy local sponsorship. Resident student tuition for the 1980-81 academic year at Colorado community and junior colleges ranged from $324 to $493.

Five different governing boards make institutional policy for the state's 10 higher education institutions (two of the five boards oversee several institutions). Academic programs of higher education are financed through state funds (FTE formula) and student tuition. Undergraduate resident student tuition for the 1980-1982 academic years ranged from $483 to $1748.

Private institutions [12]. Over 75 private vocational schools, approved by the SBCCOE, operate in Colorado. Fifteen private higher education institutions are located in the state. One of these is a major university; several offer general academic and liberal arts programs, and others have programs in business or theology. Almost all private institutions are located along the Front Range.

Other organizations. Many other groups offer educational opportunity for the general public or for their members or employees. Among them are: the Cooperative Extension Service, with offices in most counties; public libraries and historical societies; state and local governmental agencies; churches and other voluntary community groups; unions, trades and professional associations; and business and industry.

State funding for education. A CCHE review of the 1982-83 State of Colorado budget indicated that 65.1% of the state's budget is allocated for education. Forty-three percent (43%) of the budget is allocated for elementary and secondary education; 22.1% is allocated for post-secondary education. (K-12 allocations are in addition to local school district contributions; post-secondary allocations are in addition to student tuition contributions.)

Certain state funding restrictions affect adult education. By Colorado statute, state funds for elementary and secondary schools are limited to services provided to students under age 21. State funding for community and junior colleges and higher education institutions is restricted by definitions of what constitutes an institution's campus. Higher education institutions receive state funding for academic offerings on their campus properties. Off-campus offerings are not subsidized by state FTE formulas. In contrast,

community and junior colleges receive state funding for offerings within their total community or multi-county area.

Agencies with Authority for State-wide Planning, Coordination, and Policy

Colorado Department of Education (CDE). The CDE is responsible for coordinating with local boards of education in the management of elementary and secondary programs. The Community-Based Education Services Office of CDE oversees several adult programs. In recent years, these have included: basic education and high school completion; English as a second language; community education; and Colorado Education and Training Act programs.

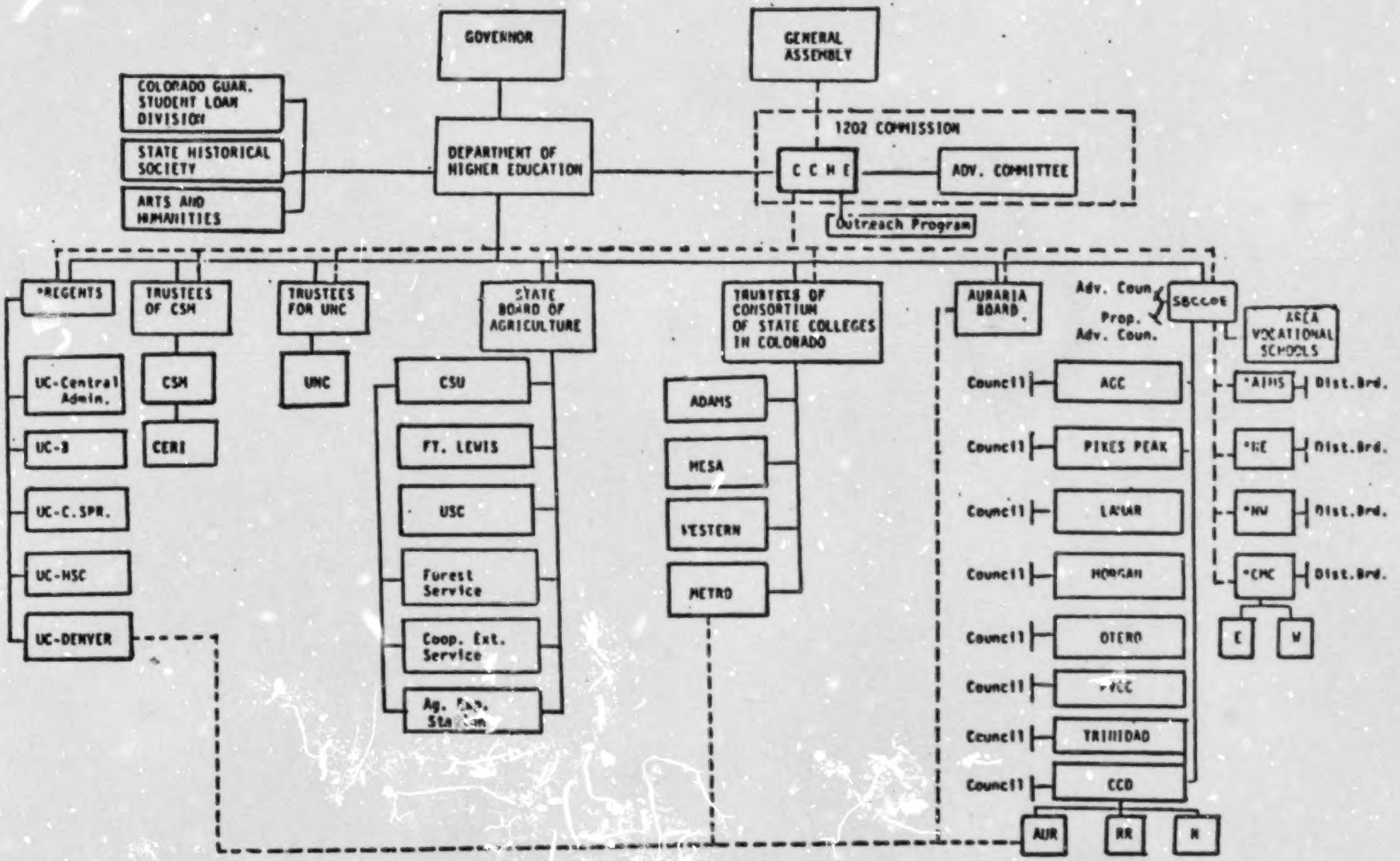
As noted earlier, state funds for elementary and secondary schools are restricted to service provided to students under 21. About 5% of Colorado school districts have allocated local funds for basic academic programs for adults; about 12% have funded local community education programs. Federal funds available for basic or community education have been administered by the CDE. These funds have been distributed on a competitive basis to local schools, vocational schools or non-profit organizations requesting them. (Note: some community colleges also sponsor elementary and secondary courses for adults.)

Colorado Commission on Higher Education. The CCHE coordinates post-secondary education in the state. The relationship of CCHE to the several higher education governing boards, the SBCCOE, and executive and legislative branches of state government is charted on Figure 1. CCHE statutory responsibilities [13] include:

* Review and approve new curriculum programs.
* Review and approve roles and functions of institutions.
* Recommend programs to be eliminated or consolidated.
* Recommend the establishment of state supported institutions.
* Develop a unified program of extension offerings.
* Develop statewide plans for higher education.
* Recommend on budgets, relative to roles, missions and plans of each institution.
* Prescribe uniform financial reporting systems.
* Prescribe uniform procedures for development of capital construction programs.
* Recommend priority of funding for capital construction projects.
* Review and approve facilities master plans and program plans.
* Conduct statistical and other studies.

Figure 1

ORGANIZATION OF COLORADO PUBLIC HIGHER EDUCATION



*Elected Governing Board
2/1/80

* Administer selected federal programs.

* Perform other legal functions.

* Administer state funded student assistance programs.

The CCHE Office of Outreach Programs was created in 1972 to manage off-campus offerings of public higher education institutions. Off-campus programs are cash funded by student tuitions. In 1971, the year before the Outreach Progam was established, institutions offered 1863 off-campus courses with 35,520 total enrollments. In 1980-81, 6241 off-campus courses were offered, with 88,027 total enrollments. Of the 1980-81 courses offered, 34% were for graduate credit, 18% were for upper division undergraduate credit, 21% were for lower division undergraduate credit, and 27% were non-credit courses for professional and personal development and community service [14]. Because of the significance of the Outreach Program in Colorado adult education, its relationship to higher education institutions and its responsibilities are discussed below.

Each higher education institution has a branch for off-campus programs ("continuing education"). The continuing education branch administers the institution's off-campus offerings, relying primarily on regular faculty members who volunteer to teach on an over-load basis. (Faculty members are compensated by the branch according to CCHE criteria, which considers class size and level of instruction.) Off-campus offerings include class instruction, correspondence programs, on-site video and public broadcast telecourses.

Each branch is assigned a geographic region of the state as its primary service area. Unique continuing education programs (e.g., veterinary medicine) may be offered state-wide. The Outreach Program monitors offerings, mediates when disagreements arise, and grants exceptions for service to disputed or under-served areas.

Each year tuition revenues from all continuing education branches are pooled at CCHE and re-distributed to the branches to meet administrative and instructional expenses which they have projected for the next year. A portion of revenues is held to provide special subsidies to continuing education branches which offer courses in rural areas. A small fund is also set aside and drawn on by the branches and CCHE to sponsor applied research and development, such as the design of courses for public television broadcast and needs assessments. CCHE personnel costs for administration of the Outreach Program are financed by the state's general fund.

The Outreach Program also supervises the Montrose Rural Education Center. The Center offers higher education courses in a four county area in western Colorado. The resident coordinator assesses local interests and arranges for appropriate courses through continuing education branches of higher education institutions. Personnel costs of the Center are financed by the state's general fund. Office and classroom facilities are provided by local in-kind contribution. In the 1980-81 year, the Montrose Center offered 85 courses, with 1495 total enrollments [15]. The Center serves an area of 5215 square miles, with a population of about 50,000 (1980 census).

Previous Studies of Colorado Adults and Adult Education

The decade of the 1970's was a time for studies and experiments in adult learning and education. Several national and international research projects gained attention in Colorado (e.g., Adult Performance Level project, University of Texas-Austin; Adult's Learning Projects, Ontario Institute for Studies in Education). The federal Adult Education Act, the Community Schools Act, the Higher Education Act, and U.S.D.A. special appropriations promoted considerable applied research and demonstration activity. Colorado institutions were prime sponsors for or hosts to several federally funded projects. At least three of these projects [16] uncovered short-comings in Colorado adult education which have implications for state-wide planning and policy development. They include the need for:

* Education information and career guidance services;

* Closer relationships between education institutions and business and industry for purposes of education planning and resource-sharing;

* Improved data bases at local, regional and state levels to facilitate planning;

* Inter-organizational networks to encourage information exchange and collaborative planning;

* Determination of priorities in education for purposes of planning and resource allocation/reallocation;

* Structures (as task forces, advisory councils or policy boards) at local, regional and state levels to provide leadership in resolving problems.

More fundamental questions were raised in a 1975 report on the future of adult education in Colorado. They were:

* "What should be the role of the adult citizen in determining the extent and quality of adult education services?

* "What kinds of educational opportunities should be provided? For whom? Where? At whose expense? Under whose auspices?

* "How should adult education relate to other educational activities?

* "What is the responsibility of the State of Colorado for adult education?" [17]

Attitudes and expectations that provide background for planning have also been documented. A 1975 survey of employers indicated that they:

* "View educational programs as beneficial to their employees.

* "Give home and job responsibilities as the main impediment to employee participation in learning programs.

* "Express a willingness to provide ancillary support to learning programs in their communities.

* "Are of the opinion that training in special skills and vocational education would greatly improve employees' opportunities for advancement." [18]

A 1981 survey of Colorado citizens [19] indicated that they expect more than credit-producing courses from higher education institutions. Citizens expected institutions to provide career preparation, research and scholarship, lifelong learning experiences (credit and non-credit), and technical assistance to local areas and state government.

Educators in Colorado have found that adults have need both for informal information to facilitate their learning, and for structured education programs. Because of other life responsibilities, adults typically participate in learning part-time. To be accessible, education resources and programs must be available at times and places which take into account the adult's ability to participate. Access by rural adults is further complicated by limited local availability of education resources and the costs of extending non-local services to rural areas. As an example, Colorado's public and private universities are clustered along the Metropolitan Front Range, limiting rural people's access to them.

Colorado educators also recognize that the federal impetus which promoted adult education research and demonstration activities has waned. Increasingly, federal offices are shifting leadership and financial responsibility to the states.

Reactions to Studies

Although publicized, the findings and recommendations of Colorado adult education studies have enjoyed limited attention by policy makers. An atmosphere of confusion and competition exists among educators and policy makers about appropriate and effective roles that the state might play in adult learning and education, and about establishing policy and program priorities. As well, other pressing concerns, complicated systems of governance, and the desire to avoid new, long-term, or precedent-setting commitments have contributed to education policy makers' and state legislators' reluctance to take action.

THE COLORADO PROJECT APPROACH

Constraints, Opportunities, and Assumptions

The Colorado project entered a setting comprised of constraints and opportunities. At the outset of the project, three major constraints were considered:

* Concerns about the nation's economy and about "Big Government" were evident in Colorado. State policy makers were being increasingly cautious about approving programs and appropriating funds.

* Public education in the state was governed through a mosaic of many boards and complex systems of interdependence.

* The extent and nature of the state's role and responsibility in adult education was not well-defined. Agreement was lacking, among educators and between educators and policy makers, about priorities in adult education and about how those priorities compared with other state concerns.

There were opportunities to capitalize on, as well:

* Coloradans had historically placed high value on education and on the state's education institutions.

* A number of educators, employers and lay citizens wanted improvements in educational services for adults.

* A great deal of data had been collected that documented adult education needs and resources in the state.

These constraints and opportunities resulted in several assumptions which helped to define the Colorado project approach. It was assumed that the project would need to:

* Identify areas of agreement and disagreement about adult education problems and priorities;

* Suggest cost-effective solutions for problems which appeal to many, and which are complementary to (rather than competitive with) education programs for other audiences;

* Work within existing systems of governance to promote concern about adult learning and education.

Objectives

Guided by ECS project goals, the Colorado project is tailored to state circumstances. The intents of Colorado's effort are to:

* Identify adult learning and education issues and problems of statewide concern and/or significance;

* Describe an array of potential solutions to those problems, with implications for policy action and anticipated consequences of action or inaction;

* Collect and publicize supporting data which is useful for policy makers as they make policy choices and decisions;

* Promote dialogue among education organizations, citizens and policy making bodies about adult education problems, potential solutions and policy options.

At the outset of the project, the substance of problems for which solutions would be sought was largely undetermined. Confusion about appropriate state roles and competing interests in adult education were evident. Therefore it was inappropriate for the project to make assumptions about issues and problems. Fresh insights and new bases for dialogue were needed. The project has sought the opinions of many, and has encouraged open and frank discussion. This approach has resulted in the emergence of substantive issues and problems. They are summarized in the results section of this report.

Project Objectives: Means to Achieve Longer-Range Goals

The long-term aim of the Colorado project is to benefit Colorado and Coloradans through effective planning for and policies in adult education. Project objectives are intended as a foundation for policy action and implementation. This foundation will be used by the CCHE (as sponsor of the project and coordinating body for post-secondary education) to take action within its authority and to make recommendations to education governing boards and the state legislature. Appropriate follow-through by CCHE will help assure continuing attention and ultimate implementation of recommendations.

Definition of "Policy"

For project purposes, the term "policy" is broadly defined. It includes: formal authorizations (or prohibitions), such as statutes and financial appropriations, and informal approvals (or disapprovals), such as generally accepted ways of doing things or guidelines for action.

The Colorado project is primarily concerned with "state" policy. Consistent with their authority, education policies may be developed by executive or legislative branches of state government, state agencies (e.g., CCHE, CDE), and state-sponsored institutions (e.g., colleges and universities).

A policy may:

* Mandate action by specific groups (e.g., require an agency to serve a particular audience for a stated purpose);

* Actively enable groups to act (e.g., encourage action through publicity campaigns, technical assistance, or provision of resource materials); or,

* More passively allow groups to act (e.g., permit people in local areas to tax themselves for local purposes).

Project Activities

Several complementary activities were designed to help achieve project objectives. Some were completed during the first two years of the project; others are scheduled for the third year. Activities are described later in this report.

Project Resources

Resources directly available to the Colorado project are limited. The project is coordinated by one professional on a half-time basis. The Director of Outreach Programs, CCHE, supervises the project. The Division of Continuing Education, University of Colorado-Boulder, provides fiscal management for the project. A small operating budget (for travel, typing services, printing, communications and fiscal management) is provided by CCHE and the larger ECS project. Indirectly, project resources have been greatly supplemented by the efforts of the interorganizational planning group, survey respondents, conference participants, and other volunteers.

INFORMATION AND DIALOGUE FOR PLANNING: PROCEDURES AND RESULTS OF THE COLORADO PROJECT

The Colorado project has conducted random sample surveys and has used other less formal methods to collect information useful for planning. It has also relied on information from historic and contemporary secondary sources in order to (a) gain insights about the context for planning, (b) pinpont areas of greatest need and avoid duplication of effort, and (c) effectively interpret project data. Procedures used for project planning, data collection and reporting have been designed so that they also promote productive dialogue about ways to solve state-wide adult education problems. This section of the Colorado case study details purposes, procedures and results of project activities.

Informal Interviews

Purposes and Procedures

At the outset of the project, it appeared that agreement was lacking about the nature of issues and problems in Colorado adult education, and about their importance--relative to one another and relative to other state concerns. The first project activity was to solicit views on issues and problems from a small number of educators working in different programs. A secondary purpose was to provide information about, and invite cooperation with the project.

Informal conferences were held in the offices of five education groups. Project intents were explained, and people were told that they were being

interviewed because of their knowledge of education in Colorado. They were informed that their views would help initiate studies of issues, problems, potential solutions and policy options for adult education. They were advised that issues would be sought from many different groups. They were then asked to tell, from their perspectives, what they believed to be "big, important issues and problems in Colorado adult education."

Results

Without exception, the people who were interviewed appreciated the opportunity to relate their views on issues and problems. Reaction to the project were generally favorable, although understandably, most people tended to display a "wait and see" posture. People were curious and impressed about the fact that the CCHE was sponsoring the project.

After the interviews, responses were compared and combined. Combined responses represented a tentative inventory of issues and problems, as identified by a selected group of educators. Some issues and problems were those of certain education sectors; others cross-cut sectors (e.g., limited access by rural adults to education opportunities represented a generalized concern; restrictions on state funding for university off-campus programs represented a "sector" concern). The tentative inventory suggested that problems described in earlier studies had not been resolved, and most problems were generalized enough to be beyond a single department's or organization's ability to respond to them.

Survey I: Issues in Colorado Adult Learning and Education

Purposes and Procedures

Additional perceptions about issues and problems were needed. Opinions were sought through mailed questionnaires to (a) educators in public and private sector programs and (b) local civic organization leaders. This first project survey was designed to determine which Colorado adult learning and education issues were generalized enough and important enough to merit the state's attention.

Questionnaire design. A compact questionnaire was developed to help people give thoughtful opinions on complex issues. It consisted of six distinct parts. Each part of the questionnaire provided opportunity for "closed-ended" responses and narrative comments.

The first and last parts of the questionnaire were designed to aid in interpretation of data. The first solicited general beliefs about adult learning and education and about the role of the state in adult education. The last asked for personal information (e.g., age, residence, occupation, and how active the person is in civic affairs).

In the second part, 17 issues were stated. People were asked (a) to take a personal position on each issue, and (b) to indicate how important it is, for the good of Colorado and Coloradans, that the issue be resolved.

In the third part, 19 Colorado concerns were listed (e.g., energy development, unemployment, education for adults). People were asked to tell the priority each concern should receive from state government.

In the fourth part, 13 subjects that adults might study were listed. People were asked to tell how important direct and indirect state support is for each subject.

In the fifth part, 19 adult education activities were listed. People were asked to assume that they were in a position to advise on the allocation of state funds. They were told that funds were limited and that the state must make difficult decisions about how to spend money. Then they were asked to tell how important each of the 19 activities are, for the good of Colorado and Coloradans.

Respondents were encouraged to "sound off" by taking personal positions on issues, and by adding additional concerns and comments. They were also encouraged to consider the welfare of all Coloradans, and the state as a whole, in the many other judgments they made.

Questionnaires were pre-tested by 20 educators and lay citizens. Minor revisions were made in wording of instructions and survey items before the questionnaire was mailed to people in the survey sample.

Sampling procedures. The survey population consisted of over 1500 people eligible for selection, based on their association with 12 different educational or civic organizations in the state. A stratified random sampling procedure was used to assure adequate representation of (a) educators and civic organization leaders, (b) people from different geographic areas of the state, and (c) people from counties judged to have relatively few or many local adult education programs. Two hundred and sixty-nine (269) names were selected to participate in the survey.

Assuring returns. Advance notices of the survey were published in newsletters of several education groups. The Executive Director of CCHE provided legitimacy for the survey in a letter which accompanied questionnaires. Postage-paid return envelopes were provided. Respondents who wanted to know about survey results were encouraged to request them at the time they returned their completed questionnaires.

Postcards were mailed to non-respondents three weeks after the original quetionnaire was mailed; a second copy of the questionaire was mailed to those who had not responded seven weeks after the original mailing. Follow-up postcards and letters were personalized and hand-written.

Technical assistance. Several Colorado educators assisted with conceptualization of issues, survey publicity and questionnaire pre-testing. Staff capabilities in questionnaire and sampling design, and in data analysis, were complemented by the contributions of two applied sociologists from Colorado State University. Each had considerable experience in change processes, policy analysis and policy formulation. A temporary staff assistant was hired to code and key punch survey data. The larger ECS project provided a grant of about $3600 to help defray costs of the first and second Colorado project surveys.

Results

Returns. Of the 269 questionnaires mailed, 267 were delivered and 220 (83%) were completed and returned. This response rate is unusually high for mailed surveys, especially for ones which deal with complex issues and which demand considerable time and thought to complete. Many people wrote extensive comments on questionnaires. About one-third of the people requested survey results. A number of people wrote pesonal notes expressing appreciation for being included in the study.

Generalizability. The project is confident that survey results are representative of the beliefs of (a) Colorado adult educators and (b) leaders of selected lay local civic organizations. (Adult educators eligible for random selection included employees or members of the following groups: adult basic, GED and high school completion programs; adult vocational education programs; community college, four-year college and university continuing education programs; county programs of the cooperative extensive service; the task force on higher education and public telecommunications; state approved proprietary schools; public libraries; the Colorado Associations of Continuing Adult Educators and Community Educators; and business and industry educators associated with the Colorado chapter of the American Society of Training and Development. Civic organization leaders included officers of local chapters of Kiwanis, the League of Women Voters, and the Colorado Civil Rights Commission listing of minority organizations.)

Findings. Appendix A contains a copy of the Survey I questionnaire. Decriptive results are noted on the questionnaire itself; comments about descriptive findings are also included in Appendix A. Survey results were initially reported in this format for two purposes: (1) to provide information needed for design of a follow-up survey; and (2) to provide a base for dialogue at the project's working conference. Additional analysis of data is being done during the third project year.

In general terms, initial analysis of Survey I data showed that there is greater agreement than was previously thought among adult educators and knowledgeable lay citizens about adult education matters. Responses of educators and lay people, people from different geographic areas, and people from places with many or few local adult education programs were highly consistent. Points of disagreement that did emerge appeared to be matters of individual prerogative, rather than stereo-typical vested interest positions.

Respondents are supportive of adult learning and believe that the state, individuals themselves, and other groups all have some responsibility in adult education. People tended to take similar personal positions on adult education issues. When asked how important it is that each issue be resolved, they tended to assign similar importance scores. This indicates general agreement on the nature of problems, the need to do something about them, and which problems should be given highest or earliest priority. All problems were judged to be at least somewhat important. Those noted to be of greatest importance included the need to:

* Improve understanding among the public, educators and policy makers about matters concerning adult education.

* Encourage professional updating.

* Develop local adult education centers.

* Develop public education-business and industry cooperation.

* Gain public financial support for elementary and secondary adult schooling.

* Improve coordination among public and private education organizations.

* Provide more education opportunities for rural adults.

* Provide information about education opportunities for adults.

Respondents told the degree of priority each of 19 state concerns should receive. When mean scores for the 19 concerns were ranked, education of adults fell midway in the rankings, between such concerns as energy development, youth education, and inflation (first, second and third ranked) and the state prison system, recreation, and immigration (17th, 18th and 19th ranked). Not surprisingly, educators assigned slightly higher priority to education of adults than did lay people.

Respondents indicated that both direct and indirect state support is needed for adult education. They said that direct state support is more important for some subjects than for others. Direct state support was judged most important for English-language communication and basic computation subjects, and least important for leisure and recreation-related topics. Similarly, they felt that indirect state support was more important for some subjects than for others. Indirect state support was judged most important for occupational updating, and least important for subjects dealing with the interdependence of people in the state, nation and world.

Respondents advised on state funding priorities for adult education. Among several audiences to be served, they assigned highest funding priority to programs for rural adults, adults with less than 12 years of schooling, and socially/economically disadvantaged adults. Among several funding mechanisms to encourage adult education, they assigned highest priority to tax incentives for employers who offer employee education, and scholarships and loans for students. Among several organizations which might offer adult education programs, they assigned highest funding priority to those traditionally supported by public funds: vocational and community colleges, public schools and higher education institutions.

Survey II: Responsibility For Solving Adult Education Problems

Purposes and Procedures

A follow-up survey was conducted four months after Survey I questionnaires were returned. The second questionnaire was mailed to people who had responded to the first. The purpose of the second survey was to determine beliefs about: (a) the importance of eight adult education concerns, (b)

which groups should have responsibility for helping solve the concerns, and (c) the general nature of those responsibilities.

Questionnaire design. Eight adult education concerns were presented. People were asked to tell how important it is, for the good of Colorado and Coloradans, that each be resolved. For six of the concerns, a listing of 11 groups was given and people were asked to tell how much responsibility each of the 11 groups should have for solving each concern. (Various education organizations, business-industry, policy makers at national, state and local levels, and individuals and families were several of the groups listed). People were also asked to tell what kind of responsibility the 11 groups should have for each concern. Four general responsibilities were listed; respondents could assign more than one responsibility to each group. The response format was open-ended for two of the concerns. Narrative comments were encouraged for all items. Procedures for pre-testing the questionnaire and for assuring returns were the same for Survey II as for Survey I.

Results

Returns. Of the 220 questionnaires mailed, 217 were delivered and 151 (70%) were returned in time to be analyzed and used in the project's working conference. Several more questionnaires arrived after preliminary descriptive analysis was completed.

Findings. Appendix B contains a copy of the Survey II questionnaire, with descriptive results noted. Preliminary analysis was done for purposes of the project's working conference. (Additional analysis is being done during the third project year.)

Initial analysis of Survey II data showed that respondents judged all eight adult education concerns to be of considerable importance. This is not surprising, because similar concerns were judged at least somewhat important in Survey I, and because items in Survey II were slightly reworded to more accurately reflect concerns. The eight concerns, paraphrased and presented in the order that they appeared on the questionnaire, were needs for:

(1) Occupational updating.

(2) Information for civic decision-making.

(3) Information about education opportunities, education and career guidance.

(4) Occupational preparation.

(5) Adult access to elementary and secondary schooling.

(6) Adult access to off-campus college and university courses.

(7) Improved understanding among the public, educators and policy makers about matters concerning adult education.

(8) Better coordination among public and private education organizations.

Respondents reported that many groups should share responsibility to resolve adult education concerns. The amount of responsibility assigned to specific groups varied, depending on the nature of the concern to be solved. Similarly, the kind of responsibility assigned to groups varied (Appendix B). However, patterns of responsibility were evident across the six concerns for which quantitative data[1] were obtained (Table 1).

Conference on Improving Adult Education Services In Colorado

Purposes and Procedures

Project surveys had uncovered nine major challenges in adult learning and education. The purpose of the working conference was to generate as many alternatives as possible for solving the nine challenges. The challenges were:

* Finishing Elementary or Secondary Schooling as an Adult: Needs for Basic Academic Preparation.

* Civic Consciousness and Responsibility: Supporting Citizenship Roles With Information and Experience.

* The Individual's Everyday Quest for Knowledge: Organizing Local Resources to Support Informal and Formal Learning.

Media Service: Using Telecommunications, Newspapers, Radio and Other Technologies for Adults' Learning.

* Credits and Credentials: Providing Off-Campus Courses/Programs and Access to Campuses.

* Appropriate Occupational Preparation: Developing Complementary Roles and Relationships Among Education Institutions and Employers.

* Knowing What's Happening: Providing Information About Education Resources and Opportunities in the State.

* Keeping Up-To-Date: Assuring Continued Competence of Workers.

* Colorado's Creative Options: Reconsidering Roles of Public and Private Organizations in Fostering Life-Long Learning.

Invitations and scheduling. One hundred and twenty-five (125) people were invited to the conference. Letters of invitation were signed by the Executive Director of CCHE. Invitations advised that participants would be assigned to one of nine challenge groups. People were asked to pre-register, and to indicate three challenge preferences. They were invited to attend the

[1]Quantitative data were obtained for concerns 1 through 6, listed above. Open-ended responses for concerns 7 and 8 were not quantified.

Table 1. Patterns of responsibility for resolving six Colorado adult education concerns.[1]

GROUPS MOST FREQUENTLY ASSIGNED RESPONSIBILITY FOR ALL SIX CONCERNS	TYPES OF RESPONSIBILITY ASSIGNED			
	Conduct Programs	Supply Materials, Consultants	Provide Funding, Tuition, Fees	Ensure Quality, Accessibility
Education institutions, including public schools, vocational & community colleges, 4 year colleges & universities	X[2]	X		X
Policy makers in state, city and county government			X	X
Individuals & families			X	
ADDITIONAL GROUPS[3] MOST FREQUENTLY ASSIGNED RESPONSIBLITY FOR OCCUPATIONALLY-RELATED CONCERNS:				
Business, industry & military	X	X	X	X
Professional associations & unions	X	X	X	X
ADDITIONAL GROUPS[4] MOST FREQUENTLY ASSIGNED RESPONSIBILITY FOR EDUCATION INFORMATION & CIVIC DECISION-MAKING CONCERNS:				
Community organizations, including libraries, coop. extension, service clubs & churches	X	X		X
Media, including public broadcasting & newspapers	X	X		X

[1]The six concerns were needs for: occupational updating, information for civic decision-making; information about education opportunities; occupational preparation; access to k-12 schooling; access to off-campus higher education courses.

[2]An X indicates that certain groups (rows) were most frequently assigned specific responsibilities (columns) to help resolve particular concerns (major headings, rows). Example: education institutions were assigned responsibility for conducting education programs, supplying resource materials and consultants, and ensuring quality and accessibility of education offerings in order to help solve all six concerns.

[3]Respondents indicated that two groups should join education institutions, policy makers and individuals/families to help resolve occupational updating and preparation concerns. The groups are business-industry-military, and professional associations-unions.

[4]Respondents indicated that two groups should join education institutions, policy makers and individuals/families to help resolve education information and civic decision-making concerns. The groups are community organizations, and the media.

conference at their own expense. For convenience of travelers, the conference was scheduled on the two days preceding a joint meeting of two Colorado education associations.

Sponsors. The conference was sponsored by eight education organizations. Staff of the eight groups assisted with conference planning and served as challenge group facilitators or recorders. Executives of several of the organizations provided comments during plenary sessions.

Conference program. The conference program (Appendix C) was structured to provide time for small group discussion and presentation of factual information which groups could use in their work. Three major tasks were assigned to challenge groups: they were asked to better define their challenge, to brainstorm solutions, and to refine solutions. Plenary sessions included remarks by several education officials, a summary of project survey data, and group discussion guidelines. Group luncheons and a social hour were structured in the program to encourage informal dialogue.

Participant and facilitator orientation. Background materials were mailed to pre-registered participants two weeks before the conference. The materials included a description of the Colorado project and summaries of data from the two project surveys (Appendices A and B).

Upon arrival at the conference, each participant received a data pack for his challenge group. The pack consisted of explanation of the challenge, varying perspectives on the problem, and relevant survey data. The nine sets of data packs were prepared to provide each challenge group with a common base of factual information.

Conference facilitators were oriented to the data packs before the conference. They also received sheets to help them guide their challenge groups through a series of group discussions. (Sample data packs, facilitator's guides and detailed descriptions of how the conference was conducted are available from the Colorado project.)

Results

Forty-eight (48) participants and 20 resource people attended the two day conference. Participants were enthusiastic and task-oriented. Challenge groups suggested many different solutions to problems. They volunteered to validate proceedings of group sessions. Written evaluations of the conference were very positive. Participants were asked for ideas for conference follow-up; most volunteered to assist with some aspect of post-conference activity. After the conference, validation of group minutes progressed slowly; however, it reinforced ownership of ideas. Final proceedings were mailed to participants four months after the conference.

The suggestions made at the conference are too numerous to include here, except by example. Some were suggestions for structural changes (e.g., revisions in state statutes; modifications in roles and missions of education agencies and institutions). Some were suggestions for changes in the way groups interact (e.g., methods and networks for improving communication; incentives for inter-agency planning and programming). Many were suggestions

for programs which would meet adult education needs (e.g., mobile education units to circulate in rural areas; personnel exchanges between business-industry and education institutions; "educator-laureats" to promote adult learning and provide technical assistance to local communities). State policy choices, implied by these and other suggestions, are now being documented by the project.

Inter-Organizational Planning Group

The planning group was formed during the first year of the project for a specific purpose: to plan and implement a state-wide conference, using data from project surveys as the basis for discussions about ways issues might be resolved. Thirteen professionals from as many organizations participated with project staff in the group. In most cases, participation was legitimized with the chief executive of the organization which the person represented.

On a voluntary basis, group members have met nine times. While their purpose was specific, their tasks have been many and varied. They assisted with the design and pre-testing of survey questionnaires. They reviewed survey data to help determine major challenges that would serve as conference discussion topics. They helped arrange for conference sponsors, speakers and publicity. They designed and pre-tested the conference format. Group members and several others from their organizations served as conference facilitators. Following the conference, the group reviewed proceedings and contributed ideas for follow-through. They have volunteered to assist with third year project activities.

The accomplishments of the planning group have been noteworthy, as indicated by the successful implementation of project surveys and the working conference. The tenacity of group members and the dynamics of how the group functions are also worthy of note. Dialogue is open, friendly and productive. Vested interests, which so frequently inhibit productivity of groups as this, have not emerged. With the exception of one person who moved from the state, all representatives have continued with the group.

The group has been limited in two regards. Beyond its role with the Colorado project and the influence of its members in their own organizations, the group has no formal authority for state-wide planning and policy. Because members have regular jobs with education organizations, are familiar with how things are currently done, and face problems on a daily basis, it is difficult for them to be particularly creative in envisioning policy options.

Yet, members have provided important liaison with education groups and others in the state. During their time together, they have developed considerable comraderie. However the group has not become exclusive. Recognizing its own limitations, the group has consciously structured opportunities for the involvement of many more people and the creative expression of ideas. The structure and workings of the planning group have been documented in earlier reports. These are available through the Colorado project.

Staff Paper: Issues in Adult Learning and Education

In Colorado, post-secondary master planning documents undergo major revision each five years, with adaptation mid-term. Currently, planning is taking place for the period 1983-1987. A component of the planning process is to articulate areas of concern in post-secondary education. Issues included in planning documents are those for which solutions will be sought over the five year period.

A paper, "Issues in Adult Learning and Education," was prepared by the Colorado project as part of the CCHE master planning process. CCHE staff, Commissioners and representatives from higher education institutions will refer to the paper as they determine which education issues to include in 1983-87 planning documents. Adult learning and education issues will be considered along with the many others which relate to post-secondary education in Colorado.

The project paper summarizes general state-wide issues, as well as issues specifically related to post-secondary education. The paper is available through the Colorado project.

Project Presentations

The Colorado project has maintained a relatively low profile, to allow time to collect and analyze data and to develop policy options. However, a number of groups have been periodically informed about project intents and activities. Some presentations have been made to stimulate interest and involvement in specific activities (e.g., surveys, conference). Other presentations have been made to build credibility, so that policy options which result from project studies will be seriously considered and acted on.

Formal presentations have been made to the Commissioners of Higher Education, the State Board for Community Colleges and Occupuational Education, two adult education professional associations and participants at the working conference. Articles abut the project have been printed in newspapers throughout the state, and in newsletters of the Associations for Continuing Adult Educators and Community Educators, the Society for Training and Development, the Cooperative Extension Service, and the adult basic education program.

Initial results of survey data have been given to the Commissioners of Higher Education and to executive officers of CCHE, SBCCOE and CDE. Because of state circumstances, the project has not involved elected officials in early aspects of its activity. Rather, it has chosen to carefully document data and policy options before making presentations to these groups.

Reactions to the project, while tentative, have been generally favorable. Several education executives and governing board members agreed to participate in the project's working conference; their comments at the conference were helpful and supportive. The Commissioner of Higher Education who spoke at the conference reported his experience to other Commissioners and CCHE staff. He

noted that project processes are useful ways to solicit wide-spread input for decision-making, and that they can likely be applied in many decision-making contexts.

Future Activities

Three activities are central during the project's third year. First, "data for education planning" will be the topic of a workshop sponsored by the project, the CCHE Outreach Program and the Montrose Rural Education Center. The workshop will be offered in two locations, one near Denver and the other in western Colorado. Public and private sector educators (some of whom were involved in earlier project activities) will be invited to participate. The purposes of the workshop are: (1) to provide a service to educators by presenting data useful for planning; and (2) to solicit information for the project by asking participants for their interpretations of the data and implications for policy development. Project survey data, recent census reports and results of other studies will be presented at the workshop, in the context of planning and policy questions.

Second, papers which focus on planning and policy options will be drafted and circulated for reaction. Reviewers will be asked to note preferred options, to add others, and to provide rationale for their preferences. Preferences and rationales will be noted in final project papers as information useful to policy makers.

Finally, chief executives of education agencies, governing board members, elected officials, education practioners and interested lay citizens will be informed of project results. Printed papers will be distributed, and presentations will be made to groups to discuss planning and policy options.

Relationship of Activities to Project Objectives

Activities have been progressive, with each viewed as an accomplishment and as a means for broader accomplishments. By their nature and the manner in which they are implemented, most activities contribute to simultaneous attainment of several project objectives. The contribution of project activities to attainment of project objectives is noted in Table 2. For clarity, two of the project objectives are sub-divided in the table.

CONCLUSIONS AND IMPLICATIONS FOR EDUCATION PLANNERS

Conclusions

Although its activities are not completed, the Colorado approach to planning and policy development has yielded several important accomplishments. A base of information has been developed which integrates knowledge of: (a) state circumstances affecting planning; (b) adult's learning needs and

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Table 2. The contribution of activities to objectives: a categorization of the primary intents of activities of the Colorado Lifelong Learning Project.

	OBJECTIVES					
ACTIVITIES	(1) Identify Issues & Problems	(2a) Describe Potential Solutions	(2b) Describe Policy Implications & Potential Consequences	(3a) Collect Supporting Data	(3b) Publicize Data	(4) Promote Dialogue
Review Previous Studies	X*			X		
Informal Discussions	X					X
Inter-organizational Planning Group	X	X	X	X	X	X
Survey I	X			X		X
Survey II		X		X		X
Conference		X		X		X
Initial Presentations to Policy Makers						X
"Issues" Paper	X					X
Workshops: "data for planning"				X	X	X
Drafts of Project Papers			X		X	X
Circulate Drafts for Reaction			X	X	X	X
Final Presentation to Policy Makers & Others					X	X

*An X indicates that a specified activity (rows) contributes to attainment of a particular project objective (columns). Example: a review of previous studies contributed to two project objectives—the identification of adult education issues and problems and the collection of supporting data.

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existing learning resources; (c) adult learning and education problems which require the state's attention; (d) an array of potential solutions for those problems; and (e) educator and citizen attitudes about adult education matters. Coupled with policy options that will be developed during the third project year, this information should be useful for policy decisions.

Beyond meeting information needs, the project has established a base for productive dialogue. The working conference set an historic precedent. It brought together a diverse group of educators and citizens to discuss solutions for adult education problems--in the context of providing information for state planning and policy development. It was unique in another regard. The conference was actively sponsored by eight education groups, which share ownership of conference and project outcomes. The inter-organizational planning group provides a mechanism for non-threatening, task-oriented discussions of adult education. These discussions take place among representatives of education groups which have separate, but related, responsibilities for adult education. Within CCHE there is heightened awareness that adult education is a part of post-secondary education and a responsibility of the Commission. For the first time, adult learning issues are being considered in the post-secondary master planning process.

Project activities and CCHE attention have helped to coalesce opinion about the nature of adult education problems. Educators and lay leaders are supportive of adult learning and education, and agree that the state must assume some responsibility if state-wide problems in adult education are to be solved. The project aims to gain similar agreements and attention for state policy options to solve problems. With appropriate follow-through, policy action should result.

Implications for Education Planners

The Colorado case study suggests a number of implications about state planning and policy development. Much has been learned from the project. Planners in other states face differing circumstances; however, the findings and implications of Colorado's experience should prove useful to those interested in adding to their repertoire of planning approaches.

1. A great deal of background information is necessary for planning, policy analysis and policy development. Secondary data sources are fairly easily attained (e.g., census and employment reports). Their usefulness is limited by factors as lack of comparability, generality and timeliness of data. Timely primary data, which addresses state concerns, is needed to supplement secondary sources.

2. Needs and resource assessments in adult education are but a part of the information needed for state planning. Some state-wide generalizations might be drawn from these assessments; however, they are more useful for institutional-level program development.

3. Perceptions (or "opinion") data are useful to complement other sources: (a) when the nature of broad issues or problems is unclear; (b) when there is uncertainty about how wide-spread

problems are; or (c) when planners are unsure of how important problems are to other people.

Opinion studies are also appropriate to help find solutions to problems, and to solicit feedback on planning or policy options that are being considered.

4. For cost-effectiveness in opinion surveys, perceptions should be sought: (a) from people who are likely to have rather developed thoughts on the topic — both pro and con; and (b) from people who are generally knowledgeable and who can apply that general knowledge to specific questions. Factual background information can be supplied to familarize people with the topic, so that they are able to make thoughtful judgments. Narrative comments can be encouraged to help clarify responses, and to allow commonly misinterpreted items to be discarded.

5. To maintain interest about a topic for which data has been collected, it is helpful to make immediate use of the data. Initial findings can be useful, even though more analysis is to be done. A descriptive summary report can be quickly prepared, including precautions about interpretation in the absence of more extensive analysis. Descriptive results can be used to respond to urgent questions. During initial presentations, comments can be invited. These can aid the planner to better interpret survey results.

6. It is possible to structure situations so that people with diverse backgrounds can contribute thoughtful ideas that are useful in state planning. It is also possible to manage interaction so that vested interests are recognized, yet do not adversely affect efforts for collaborative problem-solving and planning. Honesty in communication, time for trust to develop, and a friendly environment all help. Colorado project meeting agendas have encouraged people to first discuss something important to them or their work, and then to focus on the group's task. Agendas have also included considerable time for social breaks and informal interaction.

7. Voluntary groups (as the project's planning group and conference participants) have both strengths and limitations. Their strengths lie in their commitment to adult education, their knowledge of existing situations and problems, and their willingness to search for ways to improve adult learning circumstances. A chief weakness is due to those same traits. Because the people are so close to the situation, it is difficult for them to be particularly creative in determining policy options. Stimulation from outside the group—perhaps from outside the field of education--is needed. The other major limitation can be attributed to the voluntary nature of the group. Voluntary groups do not often make policy. They can, however, play an important role by offering and collecting planning information, by stimulating concern about policy questions, and by providing liaison to many other groups.

8. For greatest effectiveness and efficiency, planning activities can be designed to achieve more than one objective. The main purpose of

an activity might be to collect planning information; the information can be collected in ways that also stimulate interest, promote credibility, and provoke dialogue.

9. It is extremely helpful to have visible support from agency executives. In Colorado, the Executive Director of CCHE has legitimized the project by: welcoming volunteer planning group members; writing letters to survey and conference participants; reviewing project papers; and keeping Commissioners informed of project activities.

10. Most educators are not used to thinking in terms of state planning and state policy. They are more familiar with program development and program or institutional policy. If they are to give suggestions for state policy options, the context needs to be structured, with many alternate examples given.

11. Policy makers and educators want assurances that a sound data base exists, from which planning and policy options are gleaned. However, they don't seem to want or have the time for highly technical presentations. The planner must present enough information to be credible, yet not so much as to be "overly-academic." A limited number of technical reports are needed as "source books" for more popular reports and presentations. Advisors and staff of policy makers may find technical reports useful.

12. By definition, planning assumes visions of the future and anticipation of consequences of present actions. The desire for expediency, human emotion, and difficult trade-offs which pit present good against future good are all important factors which intervene and which must be recognized and addressed in planning processes.

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15. ibid, p. 24.

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Colorado Department of Education and the State Board for Community Colleges and Occupational Education (1975-76); and the Future of Adult Education in Colorado Project, sponsored by CDE and SBCCOE in conjunction with the Educational Policy Research Center, Syracuse, NY (1975). Final reports of these projects were reviewed for planning and policy implications.

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Appendix A: Descriptive Results, Survey I

(Preliminary reporting of descriptive statistics.
Number of respondents = 220 of 267 or 83%.

Code 1 First Survey

COLORADO IN THE EIGHTIES:

ISSUES IN ADULT LEARNING AND EDUCATION

State policy-makers are at times faced with decisions about matters related to adult education. In making decisions, they must make judgments about the nature and extent of the state's responsibility for and encouragement of adult education activities. Their task is complicated by the fact that adults pursue education on a variety of subjects for many different reasons -- occupational, civic, health, daily life and living. Many publicly and privately sponsored agencies and organizations offer information and education for adults -- public schools, colleges, commercial and proprietary schools, civic and religious groups, business, industry and labor, the mass media. Thus, there are many different kinds of concerns and issues that people feel important to resolve if adult education efforts in Colorado are to be most effective.

The purpose of this project is to provide state policy-makers and other decision-makers with additional data and insights that should be helpful to their deliberations. The project will describe what community leaders and practicing adult educators feel to be the state's role and responsibility in adult education, and alternative ways that role and responsibility might be carried out.

To do so, the project needs to know what knowledgeable people like yourself consider to be concerns or issues important enough to merit the state's concern. Once key issues are identified, the project will seek your views about what can be done to resolve them.

Procedure: this questionnaire has been designed to make it as easy as possible for you to identify important issues in adult education. We ask you to respond as carefully as possible to each item. As one knowledgeable about Colorado concerns, you may feel that questions should be recast or that additional questions are required. This survey allows you to comment on individual items and to construct additional items. We encourage you to take advantage of this opportunity to add your insights.

Important note: The term adult education refers to those formal and informal educational opportunities, primarily for adults, that are offered by publicly and privately sponsored groups, agencies, organizations or institutions. It is inclusive of such other terms as adult basic education, continuing education, in-service education, professional development, and staff development and training.

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[% of respondents agreeing or disagreeing with each item (Part I) and mean score for each item ($\bar{x}$).]*

PART I: Tell how strongly you agree or disagree with each statement by circling the number that best describes your position. Please feel free to comment on your position in the space at the right.

ITEM	YOUR POSITION: % strongly agree (4) (3)	% not sure (2)	% (1)	% strongly disagree (0)	COMMENTS
1. It is as important for adults to learn as it is for children to learn.	83	15	1	1	0	$\bar{x}$ = 3.81
2. The state should provide assistance in adult education if the economic benefits recovered through state taxes are as great as the economic costs for that assistance.	43	33	16	6	5	$\bar{x}$ = 3.05
3. Approaches as better planning, laws and regulation, and application of technology are more effective than adult education in dealing with concerns like poverty, crime and drug abuse, the impact of rapid population growth, energy development and conservation.	8	16	26	29	24	$\bar{x}$ = 1.44
4. It is as important to consider social costs and benefits as it is to consider economic costs and benefits when determining the state's responsibility in adult education efforts.	41	31	12	6	1	$\bar{x}$ = 3.13
5. In the long-run, having formal and informal adult education programs that contribute to a well-informed citizenry is one of the best ways to assure that the state will be a satisfying place to live.	58	31	6	3	0	$\bar{x}$ = 3.47
6. State government should rely more than it now does on private sector involvement in adult education activities.	20	39	26	11	3	$\bar{x}$ = 2.62
7. State government should see that adult education opportunities exist in all regions of the state.	58	26	9	5	3	$\bar{x}$ = 3.31
8. Ensuring that people are properly educated for life and for living in Colorado should be primarily their own responsibility.	16	31	21	21	11	$\bar{x}$ = 2.02

* Incomplete responses comprise the difference between the sums of the percents for each item and 100%.

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[% of respondents agreeing or disagreeing and assigning varying levels of importance to each item in Part II; mean position score ($\bar{x}$ posit.) and mean importance score ($\bar{x}$ import.) for each item; ranking of 17 items by importance.]*

PART II: Please read the issues listed below and circle the number in Column A which best describes how strongly you agree or disagree with the issue. Then, re-read the issues and circle the number in Column B which tells how important it is, for the good of Colorado/Coloradoans as a whole, that the issue be resolved. Please feel free to make comments in the space provided at the right. You may add other issues you feel important in the space at the end of the list of issues on the next page.

ISSUE	COLUMN A: YOUR POSITION: % strongly agree (4)	% agree (3)	% not sure (2)	% disagree (1)	% strongly disagree (0)	COLUMN B: IMPORTANCE FOR COLORADO: % very imp. (2)	% somewhat imp. (1)	% not imp. (0)	COMMENTS	Importance Rank
1. Adults in rural Colorado have fewer educational opportunities than adults in urban areas.	44	22	6	2	2	57	39	2	$\bar{x}$ posit.= 3.49 $\bar{x}$ import.= 1.62	7.5
2. Low income people and less educated people ought to receive more state aid than higher income and more educated people when it comes to provision of adult education activity.	28	31	13	15	19	35	42	10	$\bar{x}$ posit.= 2.24 $\bar{x}$ import.= 1.29	14
3. Community and state leaders need more assistance in meeting their special information and education needs.	21	31	34	9	3	33	38	11	$\bar{x}$ posit.= 3.59 $\bar{x}$ import.= 1.22	16
4. Professionals should be required to continuously update their occupational knowledge and skills.	55	33	6	3	3	65	19	4	$\bar{x}$ posit.= 3.35 $\bar{x}$ import.= 1.40	2
5. Newcomers to Colorado should be educated about Coloradoan's special concerns for a balance between economic/energy development needs and conservation of our natural environment.	25	34	22	12	5	38	34	15	$\bar{x}$ posit.= 2.64 $\bar{x}$ import.= 1.27	15
6. Workers who need training to meet rapidly expanding employment opportunities in Colorado should be expected to receive that training from employers.	20	27	21	19	10	41	38	5	$\bar{x}$ posit.= 2.32 $\bar{x}$ import.= 1.43	11
7. All Coloradoans, regardless of age, should have the right to complete elementary and secondary schooling at public expense.	62	14	11	10	3	62	20	6	$\bar{x}$ posit.= 3.22 $\bar{x}$ import.= 1.64	5
8. In Colorado we make inadequate use of t.v., radio and newspapers as resources for adult learning.	30	33	29	12	6	45	34	8	$\bar{x}$ posit.= 2.61 $\bar{x}$ import.= 1.43	11
9. As compared to its present efforts in formal schools and colleges, the state should do more to encourage informal education through community and civic groups, mass media, churches, industry, etc.	31	34	17	8	4	40	39	7	$\bar{x}$ posit.= 2.85 $\bar{x}$ import.= 1.38	13

* Incomplete responses comprise the difference between the sum of the percents for each item and 100%.

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PART II, con't:

ISSUE	COLUMN A: YOUR POSITION % strongly agree		% not sure		% strongly disagree	COLUMN B: IMPORTANCE FOR COLORADO % very imp.	% some-what imp.	% not imp.	COMMENTS	Importance Rank
	4	3	2	1	0	2	1	0		
10. If mass media education programs are to be most effective, they must be supplemented by local discussion groups.	31	38	19	6	4	26	46	16	$\bar{x}$ posit. = 2.97 $\bar{x}$ import. = 1.12	17
11. University professors should be encouraged to offer off-campus courses through extended campus arrangements.	44	36	11	3	2	44	38	6	$\bar{x}$ posit. = 3.25 $\bar{x}$ import. = 1.43	11
12. Local libraries and other community organizations, using local resources, should serve as adult education centers that provide information on careers, educational opportunities, and other materials on topics of interest to adults.	58	33	6	2	0	60	26	1	$\bar{x}$ posit. = 3.47 $\bar{x}$ import. = 1.68	3
13. Cooperative educational programs should be developed involving public education institutions and business/industry and professional associations.	55	32	8	1	2	57	29	1	$\bar{x}$ posit. = 3.39 $\bar{x}$ import. = 1.65	4
14. Adults need good, easy to find, easy to understand information more than they need formal education.	31	38	19	10	2	43	37	3	$\bar{x}$ posit. = 2.87 $\bar{x}$ import. = 1.49	9
15. Coordination needs to be strengthened between and among public and private organizations offering education in Colorado.	49	36	12	2	2	56	29	2	$\bar{x}$ posit. = 3.29 $\bar{x}$ import. = 1.63	6
16. Most citizens don't have good information about educational opportunities in their own communities.	32	33	16	14	5	58	34	4	$\bar{x}$ posit. = 2.74 $\bar{x}$ import. = 1.62	7.5
17. In Colorado there is good understanding between the public, educators and state policy-makers about matters concerning adult education.	1	5	29	29	36	62	19	2	$\bar{x}$ posit. = 1.06 $\bar{x}$ import. = 1.92	1
18. Another issue you feel important (please describe and rate): _____										
19. Another issue you feel important (please describe and rate): _____										

Please continue on the next page...

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[% of respondents assigning various degrees of priority to each item in Part III; mean score of each item; ranking of 19 items.]*

PART III: The state has many concerns to address. For each concern listed, circle the number that best tells the priority you feel that concern should receive. Please feel free to make comments in the space provided at the right.

	DEGREE OF PRIORITY STATE GOVERNMENT SHOULD GIVE					COMMENTS
	% highest priority				% lowest priority	
	4	3	2	1	0	
energy development	63	26	9	1	1	$\bar{x}$= 3.53 RANK= 1
problems of population growth	45	29	19	5	1	$\bar{x}$= 3.16 RANK= 5.5
inflation	60	30	13	2	3	$\bar{x}$= 3.36 RANK= 3
state prison system	12	26	42	15	3	$\bar{x}$= 2.30 RANK= 17
youth education	54	31	12	1	1	$\bar{x}$= 3.38 RANK= 2
crime prevention	40	39	19	2	1	$\bar{x}$= 3.16 RANK= 5.5
energy conservation	48	32	14	3	1	$\bar{x}$= 3.27 RANK= 4
economic development	31	39	21	4	2	$\bar{x}$= 2.96 RANK= 9
medical and health care	28	35	27	7	1	$\bar{x}$= 2.82 RANK= 11
education of adults	36	39	21	3	2	$\bar{x}$= 3.05 RANK= 7
transportation	19	46	26	9	3	$\bar{x}$= 2.63 RANK= 13
poverty	16	26	28	14	6	$\bar{x}$= 2.36 RANK= 16
recreation	8	21	40	20	10	$\bar{x}$= 1.96 RANK= 18
unemployment	29	29	28	11	3	$\bar{x}$= 2.69 RANK= 12
problems of the aged	31	40	23	4	0	$\bar{x}$= 3.00 RANK= 8
housing	19	33	34	9	3	$\bar{x}$= 2.55 RANK= 14
immigration (foreign nationals)	10	19	29	20	22	$\bar{x}$= 1.72 RANK= 19
land use planning	41	21	29	7	4	$\bar{x}$= 2.89 RANK= 10
consumer protection	19	29	33	12	4	$\bar{x}$= 2.48 RANK= 15
other (describe): _____ ...						

* Incomplete responses comprise the difference between the sum of the percents for each item and 100%

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% of respondents assigning varying levels of importance to each item in Part IV; mean score and rank of each "direct" and "indirect" state support item.

PART IV: The state can be supportive of formal and informal adult education activities in two (2) major ways. It can directly offer programs through public schools, colleges and government agencies, and it can, through a variety of provisions, indirectly encourage the private sector to offer activities (e.g., community and civic groups, churches, private schools, industry, professional associations, libraries, mass media). Below is a list of subjects adults might study. Circle the number in each column that tells how important direct and indirect state support is for each subject. Please feel free to make comments in the space provided to the right.

IMPORTANCE OF DIRECT/INDIRECT STATE SUPPORT

SUBJECT	Direct: adult programs through public schools, colleges, government agencies — % very imp. (2)	% somewhat imp. (1)	% not imp. (0)	Indirect: encouragement of private sector to offer programs by provision of regulations, tax incentives &/or resource materials& personnel — % very imp. (2)	% somewhat imp. (1)	% not imp. (0)	$\bar{x}$ Direct	Rank, Direct	COMMENTS	$\bar{x}$ Indirect	Rank, Indirect
career choices & preparation	61	31	5	51	34	7	1.58	2		1.51	2
occupational updating	46	40	6	60	34	3	1.43	4		1.64	1
civic rights & responsibilities; participation in community affairs	27	58	9	36	31	10	1.19	10		1.33	8
social values	29	50	21	31	40	14	1.03	12		1.20	11
ecology & the environment	42	49	4	41	43	3	1.40	5		1.43	3
social problems	39	49	9	35	43	7	1.29	9		1.34	7
interdependence of people in Colorado, the nation & world	26	55	14	20	47	18	1.12	11		1.02	13
health, hygiene, family planning	43	45	6	38	39	8	1.39	6		1.35	6
leisure & recreation skills	13	52	31	23	47	17	.81	13		1.09	12
financial management; consumer practices & protection	54	36	5	42	38	6	1.52	3		1.41	4
family life; family problems	40	50	7	44	35	9	1.34	7.5		1.39	5
English-language communication & basic computation	69	22	7	35	34	20	1.62	1		1.22	10
self-sufficiency skills as food preservation, gardening, home & auto repair	43	44	11	35	43	11	1.34	7.5		1.28	9
other subjects you feel important (please describe & rate): _____						41					

* Incomplete responses comprise the difference between the sum of the percents for each item and 100%.

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[% of respondents assigning varying levels of importance to each item in Part V; mean score and rank of each item.] *

PART V: Assume you are in a position to advise on the allocation of state funds for adult education in Colorado. A limited amount of money is available and the state must make difficult decisions about how best to spend it. You have been asked to advise by telling how important each of the following general activities is, for the good of Colorado/Coloradoans. For each area of activity, circle the number that best tells how important you feel it to be. Please feel free to make comments in the space provided at the right.

ACTIVITY	IMPORTANCE FOR COLORADO: % very imp. 3	% somewhat imp. 1	% not imp. 0	% no basis for an opinion x	COMMENTS
A. education programs for rural people	54	38	3	5	[$\bar{X}$= 1.54 rank= 2]
education programs for socially/economically disadvantaged adults	50	41	4	5	[$\bar{x}$= 1.48 rank= 6]
education programs for community leaders	26	52	16	4	[$\bar{x}$= 1.12 rank= 18]
education programs to help newcomers learn about state concerns	12	46	35	6	[$\bar{x}$= .95 rank= 19]
education programs for citizens' professional/ occupational updating	36	44	12	6	[$\bar{x}$= 1.25 rank= 13]
B. public elementary & secondary schooling for adults	55	36	5	2	[$\bar{x}$= 1.53 rank= 3]
vocational & community college programs for adults	73	22	1	2	[$\bar{x}$= 1.74 rank= 1]
university off-campus courses for adults	55	36	6	2	[$\bar{x}$= 1.51 rank= 4]
mass media education programs for adults	29	56	10	4	[$\bar{x}$= 1.20 rank= 16.5]
resource materials for use by public & private educators	38	49	7	4	[$\bar{x}$= 1.33 rank= 11]
resource personnel available to consult with public & private education groups	32	48	14	5	[$\bar{x}$= 1.20 rank= 16.5]
local adult education coordinating councils to do planning	33	46	13	6	[$\bar{x}$= 1.22 rank= 14.5]
local centers for career guidance, information on education opportunities, & resource materials on subjects of interest to adult learners	49	41	7	2	[$\bar{x}$= 1.44 rank= 7]
C. scholarships & loans for adult learners	46	41	10	2	[$\bar{x}$= 1.31 rank= 9]
grants to communities to improve local offerings	31	39	14	6	[$\bar{x}$= 1.28 rank= 12]
tax incentives to adults who continue their education	49	29	16	4	[$\bar{x}$= 1.35 rank= 10]
tax incentives to employers who offer employee education	59	31	9	1	[$\bar{x}$= 1.50 rank= 5]
regulation of quality & effectiveness of programs	36	38	16	6	[$\bar{x}$= 1.22 rank= 14.5]
promotion of the value of continuing learning & education	46	37	9	4	[$\bar{x}$= 1.40 rank= 8]
other (please describe & rate): _____ ...					[ ]

* Incomplete responses comprise the difference between the sum of the percents for each item and 100%.

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PART VI: For the purposes of statistical analysis, we would like to know a bit about you. No individual analysis or reporting of information will be done.

RESIDENCE

In what county do you live? 54 counties represented If employed, in what county do you work? 57 counties represented How many years have you lived in Colorado? range 1 to 80 years

Do you consider your place of residence to be: 70% basically rural or 29%* basically urban? What is the population? 46% = 4000 and under
31% = 4001 - 40,000
20% = 40,000 and over

OCCUPATION

If employed, what is your job title (or brief description)? _____ The name of your employing organization? _____

Is your work largely related to adult education activities? 55% yes 41% no If yes, in what capacity do you serve? (Check all that apply.)

___ teacher ___ counselor ___ administrator ___ other (describe) _____

CIVIC PARTICIPATION

How do you judge your participation in the civic and organizational affairs of your community? 6% basically uninvolved 31% slightly active 38% quite active 17% extremely active

Do you now, or have you recently served as an officer in any civic organization? 55% yes 42% no

Do you now, or have you recently held any elected public office? 4% yes 93% no

OTHER INFORMATION

Age: 1% under 25 22% 25 to 34 31% 35 to 44 24% 45 to 54 12% 55 to 64 6% 65 and over

Ethnic backgrounds: 3% american indian 2% asian 1% black 76% european 4% hispanic 7% other (specify) _____

Sex: 56% female 41% male

How much formal schooling have you had? (Check the highest category that applies.)

%	
1	less than high school
9	high school graduate
11	college, business or technical school attendance
15	4-year college degree
63	graduate school

Thank you...the insights you have provided are greatly appreciated. After results are analyzed, we will ask for your ideas on a revised set of items which are based on your responses to this survey. Please use the addressed, stamped envelope provided to return this questionnaire. Remember to write your name and address and "copy of results requested" on the back of the envelope if you would like a summary of the study's findings.

* Incomplete responses comprise the difference between the sum of the percents for each item and 100%.

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INITIAL SUMMARY OF DESCRIPTIVE FINDINGS: SURVEY I *

Sampling Procedure

Respondents to the survey include selected persons from 3 corridors of Colorado (west, central, east). Some are from areas judged to have many adult education programs locally; others are from areas judged to have relatively few local programs. Officers of 2 civic organizations with local chapters and several other organizations specifically serving minority populations, local librarians, and educators from public and private education institutions, service agencies and business/industry were eligible for selection as survey respondents. Lists of persons eligible for selection were collected and 269 names were drawn through a stratified random sampling procedure. Rural areas were purposely over-sampled to assure that survey findings reflect both urban and rural perspectives.

Respondent Profile (Survey I, Part VI)

—267 of the 269 surveys mailed were deliverable. 220 responses were returned (83%). Of these, slightly less than one-third came from western Colorado, slightly less than one-third from eastern Colorado, and slightly more than one-third came from central Colorado. 59% of the responses came from localities judged to have many adult education programs; 41% came from areas with few programs. About one-half of the respondents live in areas with 7000 population or less. Just under one-third live in areas with populations between 7000 and 70,000. The remainder reside in areas of over 70,000 population. Respondents live in 54 different counties (85% of all Colorado counties). Slightly more than one-half of the respondents report their work to be largely related to adult education activity.

—Slightly more than one-half of the respondents judge themselves to be "quite" to "extremely" active in civic and organizational affairs of their community and have served as an officer of a civic organization.

—The majority of respondents are between 25 and 54 years of age; 18% are 55 or older. Three-quarters are of anglo-european background, 10% are of hispanic, american indian, asian or black descent. About one-half are male and one-half are female. The majority are college graduates. About 20% have had some college or business/technical school preparation or terminated their formal schooling upon graduating from high school.

Respondent Attitudes (Survey I, Part I)

Mean scores reported on the attached Survey I form (Part I) suggest that respondents:
—are generally supportive of adult learning and education (items 1, 3 and 5);
—perceive that one of state government's responsibilities is to help assure equity of access to adult education opportunities state-wide (item 7);
—see economic and social cost and benefits as part of the criteria for determining the nature and extent of the State's involvement in adult education activity (items 2 & 4);
—are somewhat unsure as to how much more heavily the State should rely on private sector involvement in adult education activity (item 6); and
—are unsure as to how much responsibility the individual citizen has in ensuring that he/she is properly educated for life and living in Colorado (item 8). Respondent comments on this item indicate that while availing oneself of learning opportunities—and perhaps paying for them—is largely up to the individual, provisions for the opportunities need to be made by institutions, government agencies, etc.

*For purposes of discussion at the September '81 conference on "Improving Adult Education Services in Colorado," only descriptive data are reported here. Additional analysis and implications of the data will be reported later.

(over)

Respondent Perceptions: Issues in Colorado Adult Education (Survey I, Part II)

Seventeen issues were presented. Respondents were asked to tell how important it is to Colorado/ns that each issue be resolved, and their personal position on each issue. They were also encouraged to add other issues not mentioned on the survey.

Mean "importance" scores (reported on the attached—Survey I, Part II) indicate that respondents judge all 17 issues to be "somewhat" to "very" important. "Position" mean scores varied item by item. Issues added by respondents reveal no large new issues; rather, those added helped to clarify underlying sub-issues and problems. These were considered during development of the second, follow-up survey.

The 17 issues are presented in 2 groups (below and on the next page). The first group of issues are those which received mean importance scores of 1.6 or greater. The second group of issues are those which received mean importance scores of 1.0 to 1.5. (A score of 2.0 = very important, 1.0 = somewhat important, 0.0 = not important.) Also presented with the issues are comments about respondents' personal positions on each issue (i.e., the extent of agreement or disagreement with the issue as worded on the questionnaire).

Group 1: Issues Felt to be of Greater Importance	Respondents' Positions on Issues
— In Colorado there is good understanding between the public, educators and state policy-makers about matters concerning adult education. ($\bar{x}$ = 1.72)	—general disagreement with item.
— Professionals should be required to continuously update their occupational knowledge and skills.	—general agreement with item. Comments indicate a preference for "encouragement" rather than "requirements".
— Local libraries and other community organizations, using local resources, should serve as adult education centers that provide information on careers, educational opportunities, and other materials on topics of interest to adults.	—general agreement with item. Comments point out other agencies to assist & the limited local resource base.
— Cooperative educational programs should be developed involving public education institutions and business/industry and professional associations.	—general agreement with item.
— All Coloradoans, regardless of age, should have the right to complete elementary and secondary schooling at public expense.	—general agreement with item.
— Coordination needs to be strengthened between and among public and private organizations offering education in Colorado.	—general agreement with item.
— Adults in rural Colorado have fewer educational opportunities than adults in urban areas.	—general agreement with item.
— Most citizens don't have good information about educational opportunities in their own communities. ($\bar{x}$ = 1.62)	—some uncertainty as to whether to agree or disagree. Comments suggest that at times people don't make use of available information.

Group 2: Issues Felt to be of Somewhat Lesser Importance		Respondents' Positions on Issues
—	Adults need good, easy to find, easy to understand information more than they need formal education. ($\bar{x} = 1.49$)	—some uncertainty as to whether to agree or disagree. Comments indicate both formal education & informal information are needed.
—	Workers who need training to meet rapidly expanding employment opportunities in Colorado should be expected to receive that training from employers.	—some uncertainty. Comments indicate public & private sectors should share responsibility for worker training.
—	In Colorado we make inadequate use of t.v., radio and newspapers as resources for adult learning.	—some uncertainty. Comments indicate media is thought of more as entertainment than for learning.
—	University professors should be encouraged to offer off-campus courses through extended campus arrangements.	—general agreement with item.
—	As compared to its present efforts in formal schools and colleges, the state should do more to encourage informal education through community and civic groups, mass media, churches, industry, etc.	—some uncertainty. Comments suggest more encouragement of informal education is appropriate, but not at the expense of efforts of schools & colleges.
—	Low income people and less educated people ought to receive more state aid than higher income and more educated people when it comes to provision of adult education activity.	—general agreement with item. Comments suggest that aid should be targeted at those showing commitment to education.
—	Newcomers to Colorado should be educated about Coloradoan's special concerns for a balance between economic/energy development needs and conservation of our natural environment.	—some uncertainty. Comments suggest that the item should address all Coloradans & that there is not consensus about concerns in Colorado.
—	Community and state leaders need more assistance in meeting their special information and education needs.	—some uncertainty. Comments suggest that leaders have special information needs, but may not need special assistance in meeting those needs.
—	If mass media education programs are to be most effective, they must be supplemented by local discussion groups. ($\bar{x} = 1.12$)	—some uncertainty. Comments suggest that local discussion is desirable for some media education programs, but not necessary for all.

Respondent Perceptions: Degree of Priority State Government Should Give to Selected State Concerns (Survey I, Part III)

Nineteen broad areas of concern in Colorado were listed. Respondents were asked to tell the degree of priority they believe state government should give to each. Education of adultr was one of the 19 concerns listed. When mean scores for all concerns were ranked, education of adults fell midway in the rankings, between such concerns as energy development, youth education, inflation (1st, 2nd, 3rd ranked) and concerns as the state prison system, recreation, immigration (17th, 18th, 19th ranked).

(over)

Respondent Perceptions: The Importance of DIRECT and INDIRECT State Support for Selected Subjects of Interest to Adult Learners (Survey I, Part IV)

Respondents were asked to tell how important direct and indirect state support is for 13 selected subjects of interest to adult learners. Direct support was defined as the state directly offering programs through public schools, colleges and government agencies. Indirect support was defined as the state indirectly encouraging the private sector to offer activities...by provision of regulations, tax incentives and/or resource materials and personnel.

As noted on the attached (Survey I, Part IV), direct state support was judged more important for some subjects (e.g., English-language communication and basic computation). Indirect state support was judged more appropriate for some subjects (e.g., occupational updating and civic rights-responsibilities).

Below are the 13 subjects, repeated in 2 columns. At the left, subjects are listed according to the rank they received when mean scores for direct state support were ordered. To the right, subjects are listed according to the rank they received when mean scores for indirect state support were ordered. Note that only the "English-language" item shifted considerably in rank on the 2 lists. Also, keep in mind that with the exception of direct state support for the learning of leisure/recreation skills, both direct and indirect state support were judged to be "somewhat" to "very" important for all subjects listed (1.0 = somewhat important).

Rank Ordering of 13 Subjects by the Importance of DIRECT State Support (1st listed = highest mean score)	Rank Ordering of 13 Subjects by the Importance of INDIRECT State Support (1st listed = highest mean score)
—English-language communication & basic computation ($\bar{x}$ = 1.62).	—Occupational updating ($\bar{x}$ = 1.64).
—Career choices & preparation.	—Career choices & preparation.
—Financial management; consumer practices & protection.	—Ecology & the environment.
—Occupational updating.	—Financial management...
—Ecology & the environment.	—Family life; family problems.
—Health, hygiene, family planning.	—Health, hygiene, family planning.
—Family life; family problems.	—Social problems.
—Self sufficiency skills as food preservation, gardening, home & auto repair.	—Civic rights & responsibilities; participation in community affairs.
—Social problems.	—Self-sufficiency skills...
—Civic rights & responsibilities...	—English-language communication...
—Interdependence of people in Colorado, the nation & world.	—Social values.
—Social values.	—Leisure & recreation skills.
—Leisure & recreation skills ($\bar{x}$ = .81).	—Interdependence of people...($\bar{x}$ = 1.02).

Determining Funding Allocations Within Adult Education: Respondent Perceptions of the Importance of Selected Adult Education Activities (Survey I, Part V)

Respondents were presented with a list of 19 adult education-related activities that might, hypothetically, be considered for state funding. Then they were asked to tell how important they judged each activity to be, keeping in mind that limited funds demand that difficult decisions must be made when funds are allocated. The activities listed were not exhaustive, rather they represented a sampling of different types of activities in support of adult learning.

When all 19 activities were considered together and ranked according to mean scores, vocational and community college programs for adults, education programs for rural people, and public elementary and secondary schooling for adults received highest ranks. (Refer to the attached, Survey I, Part V.) Mass media education programs for adults, resource personnel..., education programs for community leaders and for newcomers to Colorado received lowest ranks. Eighteen of the 19 activities were judged "somewhat" to "very" important.

The 19 activities are descriptive of three major considerations that must be addressed when any educational program is proposed: 1) the audience for the program; 2) the institutions, planning and support services involved; and 3) funding mechanisms to provide financing for the effort. On the following page the 19 activities are grouped in 3 sets, representing these 3 considerations. Within each set, activities are listed in order of their mean importance scores.

(over)

Determining Funding Allocations Within Adult Education:
Respondent Perceptions of the Importance of Selected Adult Education Activities

Ranking of 6 Activities Referring to Specific Audiences (1st listed= highest mean score)	Ranking of 9 Activities Referring to Education Institutions, Planning & Support Services	Ranking of 4 Activities Referring to Funding Mechanisms
—education programs for rural people ($\bar{x}$ = 1.54).	—vocational & community college programs for adults ($\bar{x}$ = 1.74).	—tax incentives to employers who offer employee education($\bar{x}$=1.50)
—public elementary & secondary schooling for adults*	—university off-campus courses for adults.	—scholarships & loans for adult learners.
—education programs for socially/ economically disadvantaged ads.	—promotion of the value of continuing learning/educ.	—tax incentives to adults who continue their educ.
—educ. programs for citizen's professional/occupational updating.	—local centers for career guidance, information on educ. opportunities, & resource materials on subjects of interest...	—grants to communities to improve local offerings ($\bar{x}$ = 1.28).
—education programs for community leaders.	—resource materials for use by public & private educators.	
—education programs to help newcomers learn about state concerns ($\bar{x}$ = .75).	—local adult educ. councils to do planning.	
	—regulation of quality & effectiveness of programs.	
	—mass media education programs for adults.	
	—resource personnel available to consult with public & private education groups ($\bar{x}$=1.20).	

* public elementary and secondary schooling for adults could also be interpreted as a "public school" activity and thus could also appear in the middle column, ranked second of 10 activities.

Appendix B: Descriptive Results, Survey II

DEPARTMENT OF HIGHER EDUCATION
COLORADO COMMISSION ON HIGHER EDUCATION

ANNE LAIRD MARVEL, Chairman
MICHAEL R. MISSNE, Vice Chairman
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1560 LINCOLN STREET, SECOND FLOOR
DENVER, COLORADO 80203

TELE: AREA 303
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May 29, 1981

Dear Fellow Coloradan:

Your willingness to complete our initial questionnaire concerning issues in adult education was greatly appreciated. I am pleased to report that over 80% of those asked completed that survey. Already we and others in the state are developing useful insights to guide our actions.

By completing this questionnaire you will be participating in the next logical step of the study. Here you can tell us which agencies, organizations and policy-making groups should be involved in helping to solve each problem and the ways they might contribute to solutions.

Please use the enclosed envelope to return your completed questionnaire within one (1) week. If you would like a copy of results of the study and have not already requested it, write "copy of results" along with your name and mailing address on the back of the return envelope. Results from this and the first questionnaire will be mailed together when analysis is complete.

Thank you for your cooperation in this important study. Should you have questions please contact our Lifelong Learning Project Coordinator, Sheila Knop, 2608 Avocet Road, Ft. Collins 80526 (phone: 223-8542).

Sincerely,

Lee M. Kerschner
Executive Director

51

Second Survey

(Preliminary reporting of descriptive statistics. Number of respondents as of August 26, 1981, = 151 of 217 (70%).)

Please turn to the back side of this sheet. . .

1.

Procedure: Information you gave in the first survey has caused us to formulate several "concern" statements that we would like your advice about. Each half page of this new survey presents one concern and the opportunity for you to tell WHO you think should have the responsibility to help resolve it, and HOW they should help. For some concerns, insights gained from the first survey are included as informational notes.

Reminder: As in the first survey, the term adult education refers to those formal and informal educational activities, primarily for adults, that are offered by publicly and privately sponsored groups, agencies, organizations or institutions. It is inclusive of such other terms as adult basic education, continuing education, in-service education, professional development and staff development and training.

Instructions:

1) On the scale below each "concern" statement, tell how important it is for the good of Colorado and all Coloradans that the concern be addressed. Please circle the number that best tells your opinion.

2) In the middle of the page, tell how much responsibility the groups listed should have in helping to resolve the concern. For each group listed, circle the number that best tells your opinion (2=much; 1=some; 0=no responsibility).

3) On the right side of the page, tell how you think the groups should help. Check (✓) those areas of responsibility you believe appropriate for each group.

4) Please feel free to make comments and give other suggestions in the space at the end of each half page.

5) Before proceeding, please review the sample item and footnotes below. Thank you for your continued cooperation.

Sample Item:

CONCERN → **WHO SHOULD HELP?** → **HOW?**

Adult access to educational information about low cost energy-saving practices and devices.

Importance of giving attention to this:

Very Imp.				Not Imp.	Don't Know
3	2	1	0		?

Amount of Responsibility: Much	Some	None		Areas of Responsibility: Conduct Programs	Supply Materials or Consultants*	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs**
			Public and Private Groups				
2	(1)	0	Individuals and families themselves	—	—	✓	—
2	1	(0)	professional associations, unions	—	—	—	—
2	(1)	0	business, industry, military	✓	✓	✓	✓
2	(1)	0	media (public broadcasting, newspapers)	✓	—	✓	✓
(2)	1	0	community organizations (e.g., libraries, coop. extension, service clubs, churches)	✓	—	✓	—
			Education Institutions				
2	(1)	0	public schools	✓	—	✓	✓
2	(1)	0	community colleges, vocational schools	✓	—	✓	✓
(2)	1	0	four-year colleges, universities	✓	✓	✓	✓
			Policy Makers				
2	(1)	0	city and county government	—	✓	✓	✓
(2)	1	0	state government	—	✓	✓	✓
(2)	1	0	federal government	—	✓	✓	✓

COMMENTS/OTHER SUGGESTIONS: Search universities can't should do research on ways to save energy. Then "how to do it" booklets & pamphlets could be prepared & made available to civic groups, families -- a small fee could be charged.

* "Materials" include printed or audio-visual resources, pamphlets, manuals, texts, etc. "Consultants" serve technical assistance or advisory functions.

** "Ensuring quality and accessibility of programs" refers to the design and monitoring of policies, regulations, procedures or practices which are aimed at a) maintaining adequate program quality/standards, and b) assuring equitable access to those programs.

Please continue on the next sheet. . .

Code #: _____

CONCERN → **WHO SHOULD HELP?** → **HOW?**

[% of respondents per importance ranking & mean importance score ($\bar{x}$).]* [% of respondents assigning varying amounts of responsibility to each group & mean responsibility score for each group ($\bar{x}$).]* [% of respondents seeing groups as responsible for specified areas of activity.]

1 Continuous updating of occupational knowledge and skills by Colorado professionals (e.g., those in law, medicine, education).

Importance of giving attention to this:

$\bar{x}$	% Very Imp. 4	3	2	1	% Not Imp. 0	% Don't Know ?
3.39	40	28	9	1	0	1

Note: Some professional associations require updating as a condition of membership. Others leave this matter to the discretion of individual professionals. A few professional groups in Colorado are required by the state to show evidence of updating.

$\bar{x}$	Amount of Responsibility: % Much (3)	Some (1)	None (0)		Areas of Responsibility: Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
				Public and Private Groups				
1.26	58	40	18	1. Individuals and families themselves	11	13	46	19
1.62	69	29	5	2. professional associations, unions	64	40	47	63
1.33	54	54	6	3. business, industry, military	61	46	54	43
.35	13	58	29	4. media (public broadcasting, newspapers)	29	25	5	44
.99	19	60	21	5. community organizations (e.g., libraries, coop. extension, service clubs, churches)	44	51	15	43
				Education Institutions				
1.03	31	46	23	6. public schools	50	40	13	44
1.63	60	31	8	7. community colleges, vocational schools	74	64	25	59
1.93	76	21	3	8. four-year colleges, universities	82	78	29	68
				Policy Makers				
.92	20	52	27	9. city and county government	31	21	35	47
1.35	42	49	8	10. state government	19	43	57	62
.91	22	46	31	11. federal government	13	37	40	39

COMMENTS/OTHER SUGGESTIONS: _____

2 Citizen awareness and understanding of local and state concerns so that they may be more effective in decision-making (e.g., as informed community members, voters or local/state leaders).

Importance of giving attention to this:

$\bar{x}$	% Very Imp. 4	3	2	1	% Not Imp. 0	% Don't Know ?
3.16	36	33	17	2	1	1

$\bar{x}$	Amount of Responsibility: % Much (3)	Some (1)	None (0)		Areas of Responsibility: Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
				Public and Private Groups				
1.61	56	38	5	1. Individuals and families themselves	14	14	44	31
1.19	31	56	12	2. professional associations, unions	50	52	32	49
1.13	25	66	9	3. business, industry, military	45	50	37	49
1.62	69	31	3	4. media (public broadcasting, newspapers)	63	45	11	63
1.54	56	41	3	5. community organizations (e.g., libraries, coop. extension, service clubs, churches)	74	70	21	60
				Education Institutions				
1.32	40	50	9	6. public schools	72	51	19	56
1.43	45	49	6	7. community colleges, vocational schools	73	64	23	62
1.39	44	45	9	8. four-year colleges, universities	65	63	25	63
				Policy Makers				
1.56	57	37	3	9. city and county government	57	60	52	46
1.63	64	31	3	10. state government	53	56	59	46
1.50	48	32	11	11. federal government	40	52	47	35

COMMENTS/OTHER SUGGESTIONS: _____

*Incomplete responses comprise the difference between the sum of percents and 100%. 53

Please turn to the back side of this sheet. .

CONCERN ⟶ **WHO SHOULD HELP?** ⟶ **HOW?**

[% of respondents per importance ranking & mean importance score ($\bar{X}$).] * [% of respondents assigning varying amounts of responsibility to each group & mean responsibility score for each group ($\bar{X}$).] * [% of respondents seeing groups as responsible for specified areas of activity.]

3 Providing adults in local communities with notices of educational activities, career and educational guidance, and access to other information of interest.

Importance of giving attention to this:

$\bar{X}$	% Very Imp.	$\bar{X}$	% Not Imp.	% Don't Know
	4 3 2 1 0		↓	↓
3.36	40 25 12 0 0			0

Amount of Responsibility:

$\bar{X}$	% Much (2)	Some (1)	None (0)		Public and Private Groups	Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
.91	21	46	31	.	Individuals and families themselves	7	11	36	19
1.34	43	46	9	.	professional associations, unions	46	60	37	44
1.29	38	49	11	.	business, industry, military	39	59	48	38
1.64	68	26	5	.	media (public broadcasting, newspapers)	42	42	13	45
1.69	62	31	5	.	community organizations (e.g., libraries, coop. extension, service clubs, churches)	64	60	21	57
					Education Institutions				
1.43	60	39	2	.	public schools	64	54	15	54
1.69	69	29	1	.	community colleges, vocational schools	41	40	24	65
1.84	80	15	5	.	four-year colleges, universities	65	69	23	61
					Policy Makers				
1.21	34	44	16	.	city and county government	31	39	39	48
1.19	36	46	18	.	state government	24	42	60	60
.86	23	38	36	.	federal government	19	29	33	34

Areas of Responsibility:

Note: With the exception of colleges, few centers for adult career and education guidance exist in local communities. Locally centralized repositories of information about educational activities or educational materials are unusual. Rather, information must be sought in many different places (e.g., libraries, extension service, health agencies, state offices, U.S. printing offices).

COMMENTS/OTHER SUGGESTIONS: _____

4 Meeting current and future adult occupational training needs in Colorado.

Importance of giving attention to this:

$\bar{X}$	% Very Imp.	$\bar{X}$	% Not Imp.	% Don't Know
	4 3 2 1 0		↓	↓
3.46	39 35 9 1 0			0

Amount of Responsibility:

$\bar{X}$	% Much (2)	Some (1)	None (0)		Public and Private Groups	Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
1.26	40	44	14	.	Individuals and families themselves	11	13	57	26
1.49	61	34	5	.	professional associations, unions	52	46	46	59
1.62	63	34	3	.	business, industry, military	45	69	25	69
.97	31	54	23	.	media (public broadcasting, newspapers)	29	33	9	44
1.10	25	56	16	.	community organizations (e.g., libraries, coop. extension, service clubs, churches)	49	52	19	39
					Education Institutions				
1.34	97	31	13	.	public schools	40	56	24	60
1.99	98	19	2	.	community colleges, vocational schools	85	79	36	70
1.56	60	30	9	.	four-year colleges, universities	72	66	32	63
					Policy Makers				
1.19	31	53	13	.	city and county government	29	36	50	53
1.31	49	40	9	.	state government	29	43	46	56
.99	24	43	25	.	federal government	19	33	30	36

Areas of Responsibility:

Note: The extent of public responsibility as compared to private-sector responsibility for occupational training is of concern to community and state leaders, educators and industry officials--especially in areas of Colorado which are growing rapidly.

COMMENTS/OTHER SUGGESTIONS: *Innumerable responses comprise the difference between the sum of percents and 100%.

4.

Please continue on the next page

CONCERN ⟶ **WHO SHOULD HELP?** ⟶ **HOW?**

[% of respondents per importance ranking & mean importance score (x).]* [% of respondents assigning varying amounts of responsibility to each group & mean responsibility score for each group (x).]* [% of respondents seeing groups as responsible for specified areas of activity.]

5

Access by adults with less than a high school education to elementary and secondary schooling.

Importance of giving attention to this:						$\bar{X}$
	% Very Imp.		% Not Imp.	% Don't Know		
$\bar{X}$	4	3 2 1	0			
						1.45
						1.03
						.96
3.35	44	18 4 2 2		1		1.16

Note: A few programs are available in Colorado communities through school districts, community colleges or other organizations. Funding generally comes from federal grants or community college budgets. Colorado statutes allow school districts state and local financial support for students 6 to 21 years of age.

1.44			
1.58			
.99			
1.12			
1.29			
.91			

Amount of Responsibility: % Much (3)	Some (2)	None (1)		Areas of Responsibility: Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
			Public and Private Groups				
61	37	2	. Individuals and families themselves	5	14	57	19
19	53	26	. professional associations, unions	26	44	36	36
23	58	17	. business, industry, military	33	48	44	38
20	54	24	. media (public broadcasting, newspapers)	23	29	9	44
41	57	13	. community organizations (e.g., libraries, coop. extension, service clubs, churches)	44	42	13	43
			Education Institutions				
74	20	2	. public schools	83	66	36	69
69	26	7	. community colleges, vocational schools	75	65	35	69
33	31	34	. four-year colleges, universities	39	44	19	45
			Policy Makers				
33	44	21	. city and county government	23	29	48	44
40	44	13	. state government	15	31	61	30
24	46	28	. federal government	9	20	50	31

COMMENTS/OTHER SUGGESTIONS: _____

6

Adult access to off-campus four-year college and university courses (e.g., in rural, industry, or inner city sites).

Importance of giving attention to this:						$\bar{X}$
	% Very Imp.		% Not Imp.	% Don't Know		
$\bar{X}$	4	3 2 1	0			
						1.35
						.99
						1.03
						.99
3.03	29	25 14 3 2		2		1.07

Note: Some courses are available with professors traveling to the site. A few others are offered through public broadcasting, newspapers or correspondence. Students pay full costs of these courses, whereas on-campus students pay partial costs of their courses. Off-campus courses are not normally part of a professor's regular duties.

.92			
1.49			
1.92			
.95			
1.32			
.75			

Amount of Responsibility: % Much (3)	Some (2)	None (1)		Areas of Responsibility: Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
			Public and Private Groups				
42	46	11	. Individuals and families themselves	6	12	62	21
19	54	21	. professional associations, unions	31	48	29	38
21	59	19	. business, industry, military	34	44	38	34
22	49	23	. media (public broadcasting, newspapers)	28	39	9	39
24	52	19	. community organizations (e.g., libraries, coop. extension, service clubs, churches)	33	40	13	45
			Education Institutions				
46	34	34	. public schools	34	36	11	40
59	26	11	. community colleges, vocational schools	67	60	31	60
91	30	3	. four-year colleges, universities	80	70	38	74
			Policy Makers				
30	31	34	. city and county government	15	21	29	38
44	36	14	. state government	17	30	52	54
16	38	34	. federal government	2	19	38	30

COMMENTS/OTHER SUGGESTIONS: *Incomplete responses comprise the difference between the sum of percents and 100%.

Note: Respondents in the first survey told us that understanding and coordination are inadequate between and among groups with interest in adult education and that it is quite important that understanding and coordination be improved. We would like your thoughtful suggestions as to how this can be done. The format for responding to these last two concerns is slightly different than before. Please note the instructions which accompany each concern statement.

[% of respondents per importance ranking & mean importance score ($\bar{x}$).]*

CONCERN

7 Improving understanding between and among the public, educators, and policy makers about matters concerning adult education.

Importance of giving attention to this:

$\bar{x}$	% Very Imp. 4	3	2	1	% Not Imp. 0	% Don't Know ?
3.32	41	20	8	4	1	5

Instructions: Select one specific group of educators and one group of policy makers (check, ✓, each below). Then please answer the two questions at the right. Be as constructive, creative and specific as possible in your suggestions.

(check one group) Educators of Adults in:

___ public schools
___ vocational schools
___ community colleges
___ 4-yr. colleges, univ.
___ business, industry
___ professional associations, unions
___ coop. extension
___ libraries
___ other, specify: _____

(check one group) Policy Makers in:

___ local school boards
___ state board of education
___ state board of community colleges & occupational education
___ governing boards of 4-year colleges or universities
___ commission on higher education
___ city councils, county commissions
___ state legislature
___ business, industry
___ other, specify: _____

1. In my view, the biggest problem in improving understanding between the public and the two groups I have checked is: _____

2. My suggestion for the solution to this problem is: _____

---

8 Strengthening coordination between and among public and private organizations offering adult education in Colorado.

Importance of giving attention to this:

$\bar{x}$	% Very Imp. 4	3	2	1	% Not Imp. 0	% Don't Know ?
3.16	30	32	9	2	2	11

Instructions: Select two groups of educators (check, ✓, each below). Then please answer the two questions at the right. Be as constructive, creative and specific as possible in your suggestions.

(check two groups) Educators of Adults in:

___ public schools
___ vocational schools
___ community colleges
___ 4-year colleges, universities
___ business, industry
___ professional associations, unions
___ cooperative extension service
___ libraries
___ other, specify: _____

1. In my view, the biggest problem in strengthening coordination between the two groups I have checked is: _____

2. My suggestion for the solution to this problem is: _____

*Incomplete responses comprise the difference between the sum of percents and 100%.

THANK YOU FOR YOUR INSIGHTS.

6.

9/81

INITIAL SUMMARY OF DESCRIPTIVE FINDINGS: SURVEY II

Introduction

Insights gained from responses to the first survey led to the development of a follow-up questionnaire (Survey II). The second questionnaire was mailed to people who had responded to the first. The purpose of the second survey was to present several adult education issues/concerns in slightly reworded fashion, and determine respondent beliefs about the importance of the concerns, who should have responsibility for helping solve the concerns, and how those groups might help.

Two-hundred and seventeen of 220 questionnaires were deliverable. To date 151 people (70%) have responded to the second survey. Another follow-up is planned in an attempt to increase the return rate. Therefore findings here reported for Survey II are tentative. For the purpose of discussion at the September '81 conference on Improving Adult Education Services in Colorado, only descriptive data are summarized here. More complete analysis will be available later in the year.

Survey Format

Identical response formats were presented for 6 of the 8 concerns included in Survey II. Respondents were asked to tell how important it is to Colorado/ns that the concern be resolved. Then they were asked to tell the amount of responsibility they believe 11 different groups (presented in 3 sets) should have in helping to resolve the concern (2 = much responsibility, 1 = some responsibility, 0 = no responsibility). Finally, they were asked to tell how each of those 11 groups might help. (Four areas of potential responsibility/activity were presented. Respondents were asked to check as many of the 4 as they felt appropriate for each of the 11 groups.) Instructions and a sample item are included on the inside cover sheet of Survey II. The response formats for Concerns 7 and 8 were open-ended. Analysis of narrative responses has not been completed. Therefore only importance scores for these two concerns are reported.

Respondent Perceptions: Importance of 8 Adult Education Concerns

Respondents judged all 8 concerns to be of considerable importance (refer to scores in the left column for each concern, Survey II). This is not surprising since similar concerns/issues were judged important in Survey I and the wording of items in Survey II was fine-tuned to more accurately reflect state-wide adult education concerns. Highlights of respondent perceptions of who should have responsibility to resolve concerns and how they should help follows. Concerns are presented in the order they are found on the questionnaire.

Concern 1

<u>Item Wording</u>

Concern 1: "Continuous updating of occupational knowledge and skills by Colorado professionals (e.g., those in law, medicine, education)."

<u>Who Should Help Resolve the Concern?</u>

All 11 groups were seen to share responsibility for helping to resolve the concern. Professional associations-unions, community colleges-vocational schools, and state government policy makers received highest mean scores, indicating that they are believed to have somewhat greater responsibility than other groups.

(over)

How Can Those Responsible Help? (Concern 1, continued)

—By conducting programs and supplying materials or consultants. Five groups were more often assigned responsibility both for conducting programs and supplying resource materials or consultants. They are: professional associations-unions, business-industry-military, public schools, community colleges-vocational schools, and 4 year colleges-universities. State government policy makers were infrequently given responsibility for the actual conduct of educational programs, however they were frequently assigned responsibility for supplying resource materials or consultants.

—By providing funding, tuition or fees. Four groups were more often assigned financial responsibility. They include: individuals-families themselves, professional associations-unions, business-industry-military, and state government policy makers.

—By ensuring quality and accessibility of programs. All 11 groups were seen to share responsibility in this regard. Groups most often given responsibility for conducting programs and supplying resource materials-consultants were also often given responsibility for ensuring quality and accessibility.

Concern 2

Item Wording

Concern 2: "Citizen awareness and understanding of local and state concerns so that they may be more effective in decision-making (e.g., as informed community members, voters or local/state leaders)."

Who Should Help Resolve the Concern?

All 11 groups were seen to share responsibility for helping to resolve the concern. Individuals families themselves, media, community organizations, the three education institutions and the three levels of government policy makers were assigned somewhat greater responsibility than other groups.

How Can Those Responsible Help?

—By conducting programs and supplying resource materials or consultants. With the exception of individuals-families themselves, all groups were frequently given responsibility for these activities.

—By providing funding, tuition or fees. Individuals-families themselves, professional associations-unions, business-industry-military, and the three levels of government policy makers were most often assigned financial responsibility.

—By ensuring quality and accessibility of programs. All groups were often assigned responsibility for ensuring quality and accessibility.

Concern 3

Item Wording

Concern 3: "Providing adults in local communities with notices of educational activities, career and educational guidance, and access to other information of interest."

Who Should Help Resolve the Concern? (Concern 3, continued)

All 11 groups were seen to share responsibility for helping to resolve the concern. The media, community organizations, and the three education institutions were assigned somewhat greater responsibility than other groups.

How Can Those Responsible Help?

—By conducting programs and supplying resource materials or consultants. Professional associations-unions, business-industry-military, community organizations, and the three education institutions were frequently assigned responsibility for these two activities. State and local government policy makers were more often given responsibility for supplying resource materials or consultants than for actually conducting programs.

—By providing funding, tuition or fees. Local and state government policy makers, business-industry-military, professional associations-unions and indivuals-families themselves were most often given responsibility for financing.

—By ensuring quality and accessibility of programs. The groups most often given responsibility for conducting programs and supplying materials or consultants were also often given responsibility for ensuring quality and accessibility of programs.

Concern 4

Item Wording

Concern 4: "Meeting current and future adult occupational training needs in Colorado."

Who Should Help Resolve the Concern?

All 11 groups were assigned some responsibility for helping to resolve this concern. Community colleges-vocational schools, 4 year colleges-universities, business-industry-military, professional associations-unions and state government policy makers were assigned greater responsibility than other groups.

How Can Those Responsible Help?

—By conducting programs and supplying resource materials or consultants. The three education institutions, business-industry-military, professional associations-unions, and community organizations were most often given responsibility for these two activities.

—By providing funding, tuition or fees. Business-industry-military, the three levels of government policy makers, professional associations-unions, and individuals-families themselves were most often given financing responsibility.

—By ensuring quality and accessibility of programs. Again, those given responsibility for conducting programs and supplying resource materials-consultants were also most often given responsibility for ensuring quality and accessibility. In addition, local and state government policy makers were frequently given responsibility for ensuring quality and accessibility.

Concern 5

Item Wording

Concern 5: "Access by adults with less than a high school education to elementary and secondary schooling."

(over)

Who Should Help Resolve the Concern? (Concern 5, continued)

All 11 groups were assigned some responsibility for helping to resolve this concern. Three groups--public schools, community colleges-vocational schools, and individuals-families themselves--were seen to have greater responsibility than other groups.

How Can Those Responsible Help?

--By conducting programs and supplying resource materials or consultants. While several groups were given responsibility, the public schools and community colleges-vocational schools were most often given responsibility for conducting programs. They, along with business-industry-military, community organizations, and professional associations-unions, were most often given responsibility for supplying resource materials or consultants.

--By providing funding, tuition or fees. The three levels of government policy makers and individuals-families themselves were most often assigned financial responsibility.

--By ensuring quality and accessibility of programs. All groups, but especially the public schools and community colleges-vocational schools, were given responsibility for ensuring quality and accessibility of programs.

Concern 6

Item Wording

Concern 6: "Adult access to off-campus four-year college and university courses (e.g., in rural, industry or inner city sites)."

Who Should Help Resolve the Concern?

All groups were seen to share responsibility for resolving the concern. Four-year colleges-universities, community colleges-vocational schools, individuals-families themselves and state government policy makers were seen to have greater responsibility than other groups.

How Can Those Responsible Help?

--By conducting programs and supplying resource materials or consultants. 4 year colleges-universities and community colleges-vocational schools were most often given responsibility for the conduct of programs. This finding deserves comment, given the wording of the concern (i.e., access to 4 year colleges and universities' courses--off-campus). At least 3 alternative explanations are apparent: 1) respondents see community colleges-vocational schools as responsible for providing sites for 4 year college-university courses; 2) respondents mis-read the item, and had in mind more general access to post-secondary educational opportunities; or 3) respondents feel that some community colleges-vocational schools should broaden their mission to encompass baccalaureate and/or graduate education.

Groups most frequently given responsibility for supplying resource materials or consultants included: 4 year colleges-universities, community colleges-vocational schools, business-industry-military, and professional associations-unions.

--By providing funding, tuition or fees. Individuals-families themselves and state government policy makers were most often given financial responsibility.

--By ensuring quality and accessibility of programs. All groups were assigned responsibility for ensuring quality and accessibility of programs. Four year colleges-universities, community colleges-vocational schools, and state government policy makers were most often given responsibility for ensuring quality and accessibility.

Appendix C: Conference Program

Conference Working Group Topics

THE CHALLENGES OF...

- Finishing Elementary or Secondary Schooling As An Adult: Needs For Basic Academic Preparation.
- Civic Consciousness & Responsibility: Supporting Citizenship Roles With Information & Experience.
- The Individual's Everyday Quest For Knowledge: Organizing Local Resources To Support Informal & Formal Learning.
- Media Service: Using Telecommunications, Newspapers, Radio & Other Technologies for Adults' Learning.
- Credits & Credentials: Providing Off-Campus Courses/Programs & Access To Campuses.
- Appropriate Occupational Preparation: Developing Complementary Roles & Relationships Among Education Institutions & Employers.
- Knowing What's Happening: Providing Information About Education Resources & Opportunities In The State.
- Keeping Up-To-Date: Assuring Continued Competence Of Workers.
- Colorado's Creative Options: Reconsidering The Roles of Public & Private Organizations In Fostering Life-Long Learning.

CONFERENCE PLANNING GROUP AND STAFF

Marti Ahlenius	Tim Griesbar	Gerry Nix
Darrel Anderson	Pete Hosker	Ray Peterson
Jean Anderson	Bill Hilton	Sarwat Rimawi
Bill Barnes	Lorraine Mori	Bob Singer
Linda Bing	Sheila Knop	Dan Tafoya
Annette Callaway	Steve Mills	Luis Valerio
Dan Flannikan	Joe Newlin	Edi Van Dusen

IMPROVING ADULT EDUCATION SERVICES IN COLORADO: A NOVICE CONFERENCE

September 29 & 30, 1981

Falcon Best Western Inn
1645 Woodmoor Drive
Monument, Colorado

Sponsored by:

Colorado Commission on Higher Education

Colorado Department of Education

State Board of Community Colleges & Occupational Education

Division of Learning Services
ICEA

Colorado Association of Continuing Adult Educators

Colorado Association of Community Educators

Office of Rural Education
Colorado State University

Education Commission of the States

CONFERENCE SCHEDULE

Monday, Sept. 28		Room
3:00 p.m.	Conference Staff Meeting	Falcon Rm. 4
7:30 - 9:00 p.m.	REGISTRATION	Falcon Rm. 1

Tuesday, Sept. 29		
8:00 - 9:30 a. m.	REGISTRATION	Falcon Rm. 1
10:00 a.m.	OPENING REMARKS: Timothy Crieder, Director of Outreach Programs, CCHE; Tyler Mahapeace, Commissioner, CCHE; Calvin Frazier, Commissioner of Education, CDE CHALLENGES IN COLORADO ADULT EDUCATION: highlights of two recent surveys by the Colorado Lifelong Learning Project. Sheila Knop, Project Coordinator	Falcon Rms. 1,2
noon	GROUP BUFFET LUNCH AND REMARKS: James Wilson, Director, Occupational Division, SBCCOE; James Weber, Director, Community Colleges Division, SBCCOE	Falcon Rms. 3,4
1:15 p.m.*	ORGANIZING FOR WORKING GROUPS: small groups will be formed—each with a specified topic/challenge. Each group will be composed of participants with varying perspectives who have expressed interest in the topic. For continuity, we ask that you remain with one group throughout the conference.	Falcon Rms. 1,2

*Continuous beverage service available throughout the conference.

Tuesday, con't		
1:30 p.m.	DEFINING THE CHALLENGES: Group members to discuss and note problems/issues contributing to their group's challenge.. Resource people will also highlight survey findings related to your group's topic.	Falcon Rms. 1,2, Board Rm. & Suites
3:30 p.m.	BRAINSTORMING SOLUTIONS: a time for creativity and imagination. Assume no constraints and see how many different kinds of solutions are suggested in your group.	
5:30 - 6:30 p.m.	FATIGUE ALLEVIATOR: snacks provided. Cash bar	Falcon Rms. 3,4
	(OPEN EVENING)	

Wednesday, Sept. 30		
8:00 a.m.	Coffee/fruit/donuts	Falcon Rms. 1,2
8:30 a.m.	DESIGNING APPROACHES TO MEET CHALLENGES: a time to expand on those brainstormed solutions that seem to have merit, given realistic constraints. Each group is to detail several different (though perhaps complementary) approaches.	
noon	GROUP BUFFET LUNCH AND REMARKS: Mary Lou Ray, Director, Learning Services, KNPB	Falcon Rms. 3,4
1:15 p.m.	DESIGNING APPROACHES TO MEET CHALLENGES: con't	Falcon Rms. 1,2, Board Rm. & Suites
3:30 p.m.	WHAT NEXT? Discussion of conference follow-up. CLOSING REMARKS: Bill Hilton, Director ECS Lifelong Learning Project	Falcon* Rms. 1,2
4:30 p.m.	Adjourn	